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ABSTRACT

This sourcebook is designed to help home economics teachers clarify their values regarding changing roles of women and men and sex stereotyping and to be able to present values clarification to their students. The sourcebook is designed first as a self-study for home economics teachers, and second, as a source for teaching ideas/techniques. The first section presents a rationale for why teachers should educate for changing roles. In the second section, the negative effects of stereotyping are discussed; an attempt is made to increase the teacher's awareness level with regard to his/her own stereotypical biases and attitudes; and ways are suggested to eliminate implicit and explicit sex-role stereotyping from the classroom. The third section contains a collection of teaching ideas to try in each of the content areas of home economics. Exercises and self-assessment sheets for both teacher and students are included. Also included is the report of sex stereotyping in a sample of home economics textbooks. (KC)

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Changing Roles in a Changing World

A Sourcebook for
Home Economics Teachers

Prepared for the
Alaska State Department of Education

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By

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FOREWORD

Do you feel there is a need for educating your students to assume a variety of adult roles - homemaker, family member, wage earner, and citizen, among others?

Do you make assumptions about your students' needs based on whether they are female or male?

Do you update your curriculum to reflect the needs of a constantly changing world?

This sourcebook deals with these questions and others. It is no longer enough to acknowledge that roles for men and women are changing. You must be able to help your students adapt to these changing roles and make workable life choices for themselves.

This sourcebook is designed first as a self study for Home Economics teachers, and secondly as a source for teaching ideas/techniques. The first section presents a rationale for why you should educate for changing roles. In the second section, you will read about the negative effects of stereotyping; increase your awareness level with regard to your own stereotypical biases and attitudes; and learn ways to eliminate implicit and explicit sex role stereotyping from your classes. The third section contains a collection of teaching ideas for you to try in each of the content areas of Home Economics. These can be used as is, or adapted to better meet your specific needs.

It is not the purpose of this sourcebook to force any values on you. Whether or not you need or desire to make changes is a personal matter. But, as a Home Economics teacher, you have a unique opportunity to help your students clarify their own values through a realistic design of curriculum that rejects the "stitch and stir only" concept and illustrates the supportive nature and interrelatedness of homemaking, wage earning, and other role related skills.

The right of students to choose traditional or nontraditional roles should not be impeded. However, you can help them realize they no longer have to be limited by traditional role definitions in their career and family expectations. You can teach decision making skills that will help them examine the consequences of their choices. Throughout, you will be encouraging individual initiative and self-reliance, as well as providing them with a foundation on which to build a successful and satisfying life.

Hi. I'm Tom and this is Sarah. We graduated from high school several years ago, where we both took some Home Ec classes.

When we heard this guide was being developed, we asked if we could share some of our feelings and thoughts about the Home Ec classes we took.

You know — now that we're on our own, were the things you taught us really what we need?

I think about 50% of what I was taught was useful. I mean, who cares if the egg yolk turns green because you cooked it too long?

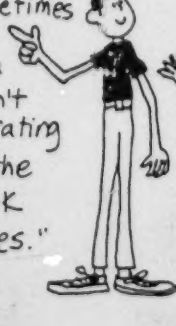
Yeah - and what about the classes we were never encouraged to enroll in? I wanted to take a child care class but was told not to bother since my future wife would take care of the kids.

Well, I think roles have changed alot during the last few years. Women used to be the homemakers and family "raisers" and men were the "workers" and family "providers."

Now, most people, men **and** women, will work outside the home at some point. And when both the wife and husband are working at careers, both must care for the home and the children.

If they choose to have children, that is.

Home Ec teachers teach the kinds of things we need to lead healthy, satisfying and productive lives. But I wonder sometimes if you aren't operating in the "Dark Ages."



We'd like you to take a minute now to read "And They Lived Happily Ever After." Maybe then you'll understand what we mean.

And when you finish, read the other articles.

They've been prepared by experts in the field and you'll find lots of "food for thought."

Happy reading!

Once upon a time there was a young woman, Cinderella, who dreamed of the day her Prince Charming would come riding into her life on his gallant white steed. He would ask her to marry him, raise his children, and they would live happily ever after.

Lo and behold, one day Prince Charming appeared. He asked Cinderella to be his wife. She was ecstatic! Her Prince Charming had finally arrived and she would never again have to worry about what she would do with her life.

Their life together was pleasant. They owned their own castle, moat, two-carriage garage, and the stables were full of white steeds. They had three intelligent ambitious sons and one lovely, sweet daughter.

Prince Charming worked very hard, meeting daily with Kings and Knights. Most days the Prince came home exhausted. He only had enough energy to eat the dinner Cinderella had prepared and read the newspaper before falling sound asleep in his chair. Once when Cinderella asked about his job, he gently patted her on the head and said, "You wouldn't be interested in what we Knights do at work. And anyway, I wouldn't want you to worry yourself about matters better left to me."

Once when Cinderella had had an extremely busy day...what with getting the family meals, washing dishes, sweeping, doing the laundry, scrubbing the floors, shopping, taking the children to all sorts of meetings, oiling the draw bridge, and keeping the armor shining...she asked the Prince to help her with the dinner dishes.

"What - me help you with the dishes! I've been working all day at the round table and all I want to do is relax!"

"Well...perhaps one of the boys will help me then."

"Now don't you go bothering those boys. They need to study so they can pass their Knighthood exams. Anyway, it's about time little Cindy started learning how to be a good wife."

Cinderella guessed Prince Charming was right and called to Cindy to help her with the dishes. Cinderella was glad she had so much to do for her family and it was evident they needed her woman's touch!

The years flew by and the children grew up and were now off on their own. Prince Charming and Cinderella were quite proud of them. The boys were gallant Knights and lovely Cindy had found her own Prince Charming. How could they not be pleased with their children's achievements?

One day, Cinderella was sitting at the breakfast table sipping her mid-morning cup of gruel. She had been rather depressed

these days and felt like there wasn't much for her to do anymore now that there was only Prince Charming to look after. "Prince Charming seems so satisfied. I felt that way when I was taking care of the children and all. But now I need something else. Perhaps I'll look for a job. Yes! I'll get a job and feel better. I'll ask Prince Charming tonight!"

That evening, after preparing his favorite meal of roast dragon, Cinderella asked Prince Charming about looking for a job.

"What??? Why do you want a job? I bring home plenty for us to live on. And anyway... I don't want any wife of mine working. It's just not...not...uhh...right!"

"But darling...I have nothing to do around the castle anymore now that the kids are gone. I cook, spend about an hour or two with castle-keeping chores, and then I have nothing to fill my hours. And with you working late so much these days, I hardly ever get to talk with anyone!"

"So...join the ladies sewing circle. Help over at the Church. Heavens...you know what women like to do better than I. Do anything...anything...but no getting a job for you!"

"But Prince Charming..."

"Cinderella, I have made my decision and I don't want to discuss it further."

"You're right darling. I shouldn't have asked. Can I get you a piece of pie?"

Do you still believe in this fairytale? Do you believe they lived happily ever after? What would have happened if Prince Charming had died? Would the widowed Cinderella been able to find work to support herself? What would have happened if Cinderella had divorced Prince Charming and left him and the children? Would Prince Charming been able to cook the meals and care for the children? What if neither had chosen to marry but remained single and pursued careers?

This fairytale of "old" is unrealistic and sorely in need of updating. Current census figures indicate that in the 20 to 24 age bracket, 65% of men and 47% of women are unmarried.[1] Based on 1979 figures, there are 11.9 mil widows (10.1 are women) and 8.5 mil divorcees (5.2 are women) in addition to the never married.[2] 17% of U.S. families in 1978 were single parent families, with about 82% of such families headed by a woman.[3] The number of single parents, mothers or fathers, continues to increase, with 10% of all U.S. children under six being reared by a single parent.[4] Translated, these statistics indicate that very large numbers of men and women must learn to cope as "singles" often with family responsibilities. And nearly all "single" and the majority of other adults face the responsibility of getting a job. Latest U.S. census data indicate that women now comprise 42% of the work force. If trends continue, there will be as many employed women as men by the end of the century.

What this all means is that roles are indeed changing and becoming increasingly multifaceted. Working and bringing home the paycheck is no longer the sole responsibility of men, just as caring for a home and raising a family is no longer the sole responsibility of women. Now more than ever, there is a need for a readjustment in the total perspective taken toward the roles of homemaker, family member, wage earner, etc. and its implications for Home Economics curriculum.

[1,2,3] *Pocket Data Book*, USA 1979, U.S. Dept. of Commerce, Bureau of the Census.

[4] "The Parent Gap," *Newsweek*, 22 September, 1975, p. 53.

. . . We need to ask what we as home economists are doing to help adults adopt a more flexible view of role-related behaviors.

Changing Roles: Implications for Home Economics

By Lynda C. Harriman

As home economists, we all know that the times are changing.

The extended family—as a unit living in the same household—has virtually disappeared. More mothers are working, more preschool children are in day care, and the growing divorce rate has created many more single-parent families.

In turn, changes in family structure and life-style have brought about changing patterns of family interaction and changing expectations. The term "parenting," for example, now in vogue, suggests that both mothers and fathers are sharing the responsibilities of child rearing.

Whether by choice or necessity, however, increasing numbers of adults are finding that they must fulfill roles traditionally defined as appropriate only for members of the opposite sex. Successful adoption of and functioning in these nontraditional family roles offers one of today's special challenges—and may even loom as a threat to some men and women.

We need to ask what we as home economists are doing to help adults adopt a more flexible view of role-related behaviors.

Role Theory

Role theory and research can help shed some light on why families and individuals may be unprepared for "role cycling," or "developmental changes that occur in family roles at a transition point" *(1)*.

Several role theorists *(2,3)* have said that adoption of a role requires that a person acquire a specific set of habits, beliefs, attitudes, and motives. The person must know what is expected in terms of behavior and values and have the ability and motivation to practice the role behavior. Clearly, family members and "significant others" have a profound impact on a person's role-learning processes.

Developing Expectations

Consider first the formation of role expectations. Role playing—observing and mimicking others—is no doubt an important way by which persons attempt to determine and clarify role expectations. Children and young people begin to develop images of their future roles by observing role behaviors in their parents and others who are significant in their lives. At a very young age, children begin to develop impressions about what men can do and what women can do. As a result, their attitudes, values, and behaviors are likely to become congruent with the future roles they see themselves playing. Children's exposure to various aspects of the culture—how roles are played and by whom—affects what they learn and the role expectations they develop for themselves.

Developing Abilities and Motivation

Moreover, role expectations appear to have a direct effect on the abilities a young person strives to develop. Future role images, particularly occupational ones, "feed back on the present and help socialize the individual" *(4)*. How many young girls have suffered because as one researcher claims, "the social roles they are preparing themselves for have a bearing also on whether they will develop the characteristics that will be conducive to the growth of higher intellectual skills" *(5)*.

Consider the implications when girls view the roles of wife and mother as full-time, life

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Suggested Discussion Topics

Ways we teach children to be aware of different roles

Influence of parents' perception of the social structure on what they communicate to their children

Roles we ignore or insist that children learn

How we communicate role expectations

Effects of the absence of certain role models on role learning

Extent to which socialization is oriented toward future roles

Role expectations that can be unfair and therefore exploitive of family members

The influence that available time of family members should have on some role decisions

How and by whom services should be provided to the family

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7. Yule, J. B. "Expanding Our Concept of Home Economics Education." *Journal of Home Economics* 67: 23-25; May 1975.
8. Marshall, W. H. "Issues Affecting the Future of Home

occupations and boys view the role of breadwinner as their only major task in life. Preparation for other potential roles may then seem rather unimportant.

In order to develop abilities and use them in nontraditional and changing roles, both men and women must be able to see themselves functioning successfully and comfortably in new ways. Self-motivation is necessary, but it must be backed up with social confirmation by one's significant others, peers, family, and friends. This confirmation must validate the new or changed role as legitimate. If a person's family and friends refuse to accept and acknowledge the new role as appropriate, role learning and successful adaption is bound to be more difficult.

We know that children are affected by the way adults treat them. Parents and educators must examine closely what they are communicating to children and young people in the way of appropriate behaviors for men and women.

The Message of Home Economics

Within the broad scope of home economics, how much are we emphasizing traditional sex-role expectations? One educator has suggested that the overall central message given to girls today by education is "that they, like their mothers, should look forward to a life of submission, housework, and child-bearing. Boys by contrast, are strongly urged to achieve, advance, and create" *(6)*.

Can we accept and encourage girls to develop intellectual assertiveness and independent qualities without labeling them as masculine? Can we allow boys to express more emotion than in the past without viewing them as effeminate? In view of the vast changes occurring in the world today, just what is our position in home economics regarding the future roles of women and men?

. . . At a very young age, children begin to develop impressions about what men can do and what women can do.

For decades home economists have asserted that "each individual should be nurtured toward optimal development regardless of age, family role, or developmental level" *(7)*. Historically, we have strived toward this goal by teaching girls to use new research findings and technology to improve family living. When the family became more of a consuming than a producing unit, home economists moved toward preparing girls and homemakers for the role of being wise consumers in the selection of goods and services.

Today, as roles are changing for many family members, new needs have arisen. Although many women are full-time homemakers; a large number find it necessary or desirable to seek work in the labor force. Are we keeping pace with this growing trend?

Some claim that we have made an about-face, shifting completely from programs geared to teach "housewifery" to those that stress only professional competence.

In some high schools, in fact, it appears that many programs reflect what one might call a dichotomy. In an attempt to prepare young people for occupational roles as well as those important in homemaking, we have set up separate occupational curricula under the title of home economics. One is said to be for the purpose of teaching what have been termed "useful" homemaking skills and the other is aimed at what are called "gainful" skills important in the occupational world.

These two separate thrusts seem to suggest that girls need one or the other, depending on whether they have chosen the future role of homemaker or employee. This kind of student orientation and program division further implies that we expect women to be homemakers and family members or employees, but not both, and that the skills and knowledge needed for one role are quite different from those important and necessary in the other.

. . . The home economics classroom is an ideal place to give young people a chance to experiment with new and changing role concepts.

Can't we provide—in an integrated program—education that is both preparation for the role of making a living and preparation for living itself? For instance, aren't the human interaction and personal development skills taught in family living classes also needed in occupational training? Aren't skills taught to child care students in occupational programs valuable as educational preparation for parenthood?

And shouldn't both male and female students have the opportunity to prepare for dual roles? William Marshall, in a *Journal of Home Economics* article written a few years ago, claims that "it is patently unfair to continue to give women the impression that dual roles are their problem alone" *(8)*.

The way in which our curricula are structured and our programs are organized says a great deal about what we think. Consider, for example, what courses entitled "bachelor living" or "bachelor survival" have implied. Such course titles, though no longer as common as they once were, have supported the idea that homemaking skills are feminine, though acceptable for boys to master as long as they are bachelors.

And it is not just secondary home economics courses that are guilty of this kind of thing. For example, those who plan a parent education workshop for young homemakers and hold it somewhere between 8:00 a.m. and 5:00 p.m. may have forgotten that parenting skills and knowledge are also important for working mothers and fathers. How many of our course titles, project requirements, and promotional campaigns will need rethinking if we really want to help young people explore and adjust to new and changing roles?

Future Directions

The home economics classroom is an ideal place to give young people a chance to experiment with new and changing role concepts. Some of us, of course, may need to reevaluate our own beliefs and attitudes. Are we able to provide men and women, girls and boys, equal opportunities to explore and prepare for the multiple roles of marital partner, parent, homemaker, and employee? Can and should we attempt to view these roles more as *person roles* rather than as roles appropriate only for males or only for females?

Within the home economics curriculum there are many ways to provide students opportunities to consider potential future roles as parents, family members, and members of the world of work. Promoting the fact that home economics classes can be coeducational may be an effective first step.

In the margins of this article is a list of suggested topics for discussion. What is necessary is that the classroom be a forum in which male and female students can examine the career and family role expectations they have for themselves.

As home economics educators faced with a new challenge, it is important to keep in mind that ours is the role of facilitating the decision-making process without predetermining and directing the nature of the role decisions people make.

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6

EDUCATING FOR CHANGING ROLES

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Part I. Whose Dual Role Is Changing?

High school home economics teachers have been increasingly concerned with helping students prepare for the dual role of homemaker and wage earner, especially since the phrase *dual role* appeared in vocational legislation in 1968. The 1968 legislation stated that home economics teachers in consumer and homemaking programs needed to ". . . prepare youth and adults for the role of homemakers, or to contribute to the employability of such youths and adults in the dual role of homemaker and wage earner."[1]

There were many questions to be answered and issues to be resolved in the minds of home economists at that time. Was this phrase, dual role, included in the legislation to give more legitimacy to our claim to being educators for vocations? Were we encouraging mothers to abandon the home and children? How might this affect the marriage relationship, the structure of the family unit? Would we be taking jobs away from husbands and fathers who have legal and moral responsibility for financial support of their dependents?

And more positively: Would fathers have more time to spend with the family when income-earning was shared? Would more women be happy, self-actualized persons when more involved outside the home and family? Would children of working mothers grow up with a greater sense of independence, a greater understanding of the world of work, a greater intolerance for sex-role stereotyping? Would the standard of living of families in the United States and throughout the world increase?

We have not had the luxury of waiting for pilot tests and research to tell us what to do. Statistics and the pressure of reality have overshadowed many of our attempts to answer these questions before proceeding. There are now, in fact, nearly 35 million women in the labor force.[2] Thirteen million of these women have children under 18 years of age.[3] The need for help in preparing for a dual role was immediate.

Home economics teachers have quickly met the challenge of these facts. They have placed more emphasis on concepts which will help young women meet the combined challenges of an outside career and homemaking which these women will very likely face. Concepts of management, consumerism, and interpersonal relationships have been especially important.

"Dual role" has been an important idea around which to build curriculum. However, trends and social issues that have developed since 1968 are causing many to question what has happened to this idea in practice. Because a very large percentage of secondary home economics students are girls we have not been successful in preparing boys for the "dual role."

The women's movement and the fact that more women are desiring meaningful careers outside the home which require a large investment of time and energy has placed social pressure on us as home economists to re-examine what we are doing for women when preparing them to "keep house" and to work. The need has become greater and greater to prepare husbands and fathers better to share in the management of the home and the rearing of the children. There is also a need for us as home economists to re-examine society's views and attitudes toward outside household help and various systems for increasing the efficiency and quality of child rearing.

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[1]Vocational Education Amendments of 1968. Public Law 90-576, H.R. 18366. October 16, 1968.

[2]*Why Women Work*, U.S. Department of Labor, Employment Standards Administration, Women's Bureau (Washington, D.C.: May 1974 revised).

[3]*Highlights of Women's Employment and Education*, U.S. Department of Labor, Employment Standards Administration, Women's Bureau (Washington, D.C.: June 1974 revised).

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For those wives and mothers who desire to pursue careers, the two greatest problems are (1) the social conditioning patterns for women in our society which often do not provide them with competitive and motivational attitudes required by our society in many cases for successful advancement in careers and (2) the practical aspect of having major responsibility for homemaking and child care which take much time and energy away from the pursuit of a career. These two are related. The first could possibly be part of the cause, the second may be the effect. Both are issues because there are conflicting arguments for the resolution of these problems. We have all thought through these arguments, read about them, heard them debated by others. But, how many of us, as home economists, have resolved the issues in our own minds?

We ask ourselves questions such as: Should we, or can we, bring up boys and girls the same way? If we condition children and youth so that both sexes are equally responsible for, and educated for, careers and for homemaking will we have a nation where homemaking, which is not very economically rewarding, will be poorly done, leading to the decline of wholesome family life? And, in another direction, might it be that we need to change attitudes attached to the work ethic so that strong competitive characteristics will not be needed by either men or women to be successful in careers? We talk of respecting the uniqueness of the individual and of providing a society where everyone can be successful. But we are also faced with the need for efficient productivity if our economic system is to survive. And so the arguments go!

But let's try an activity in an attempt to arrive at some guidelines for action for the here and now while we continue to gather information to help us resolve the big social issues. Let's make some assumptions. Let's assume that:

1. The family unit as we know and like it will not be destroyed as more wives and mothers work outside the home.
2. The development of children is not hindered when mothers work.
3. Men can manage the home and rear the children as well as women if they are prepared for these responsibilities.
4. Attitudes, feelings, and values of human beings are not static but do change, the direction of change being influenced by one's experiences and education.
5. We as home economists need to increase our efforts in preparing boys and men for the dual role of homemaker and wage earner.

On the basis of these assumptions, the procedure calls for action on the part of home economists to prepare boys and men, as well as girls and women, better for the dual role. More men will be helping with child rearing and homemaking. More women will be working for pay outside the home to increase the family income and to meet their own psychological needs.

We have all heard the phrase *changing roles*. We have probably all been doing something about it in our curricula. What we may need is a concerted effort to prepare home economics teachers better to work with boys, to prepare more effective curriculum materials for boys as well as girls, and to attract more boys as well as girls to our home economics courses. Boys are different from girls just as one girl is different from another girl. Therefore, we cannot expect one approach to be successful with boys as well as girls just as we cannot expect all girls to respond equally well to the same teaching techniques and content.

Things are beginning to happen. This year two publications about boys in home economics have become available to secondary teachers: (1) *Home Economics for Young Men: A Teaching Guide*[4] by Eleanore Kohlmann and (2) *The Masculine Focus in Home Economics*[5] by Judy Dowell and Bonnie Greenwood. Both of these publications are required reading for those of us who resolve to increase our efforts in preparing boys and men for the changes in roles that are occurring and that need to occur if we are committed to helping strengthen family life.

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[4]Kohlmann, Eleanore, *Home Economics for Young Men: A Teaching Guide* (Ames, Iowa: Iowa State University Press, 1975), $9.95.

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The above thoughts serve as introduction to a discussion which occurred in a graduate course I taught this summer at the University of Illinois. One topic chosen for investigation was "Teaching for Changing Roles." As background, students read articles from the May/June 1975 issue of *Illinois Teacher* titled: "Human Roles: Examining Choices through Education." Class discussion followed, an edited version of which is included below. As a final experience related to this topic, the 28 students developed or adapted materials that could be used in high school classrooms when providing learning experiences related to changing roles. A selection of these ideas follows the script from the class discussion.

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Part II. A Classroom Discussion

Judy Brun — We have been looking at the process of curriculum development and, more specifically, at bases for making decisions about content and objectives. We have identified one of these bases as being that of the needs of students. In vocational legislation the term "dual role" is used to identify a concept which has been suggested for inclusion in home economics curricula to meet needs of students. A more recent term is that of "multiple roles"; we also use the term "changing roles." *In our discussion today we will attempt to clarify the meanings of these phrases and decide how these concepts might influence our decisions about what to teach.*

Lynda Harriman — To me the term "dual role" implies that women are expected to carry out in satisfactory form the traditional role of homemaker plus full-time job or career, thereby having two full-time roles. It does not imply any "change" in role responsibilities of husbands or children.

Kris Zuber — I think that's often more stress than one person can handle. Society may be creating this stress by subtly expecting the wife to do all. Can we, as home economists, help women better to cope with this?

Sandy McCamy — I like the term "changing roles" better. We're into a new era now. In the past there were guidelines; you usually knew what was expected of you. But right now I don't think anyone knows how much to assume of both roles of wage-earner and homemaker. The term "changing" means that you haven't accepted anything, you're still trying to decide what's acceptable and what's not acceptable. The term implies flexibility; it allows for changes and adaptation as families go from one stage to another.

Lynda — That implies, too, that it is all family members. The wife is not the only one who should adapt, but the husband and children should also. It's a total family experience.

Margo Donovan — "Changing" means a lot of flexibility. But adolescents, as Havighurst says, feel in limbo. They complain because they're not this and they're not that. They're stuck in the middle, and it's a waiting period, waiting to be grown up. For those students who are trying to find themselves, the concept of "multiple roles" may give them a more stable base. What they need is more security!

MARGO DONOVAN

Judy — In home economics programs our goal may be to help students, as you say, deal with the fact that they will have more than one role in the family situation or as individuals. On the other hand, we may also need to help them realize that these roles, even though they may have many of them now, will not always be the same "many," that these will change. What we're talking about, then, is helping people adapt to change. We need to teach things that are more lasting, that will be useful in the long term, that can withstand the pressure of changing roles. Can we use the fact that adolescents are experiencing changing roles right now to help them understand that there will be different kinds of changes

occurring when they are 21? Can we capitalize upon the fact that students are looking toward adulthood so they can do all the things they see the adults do which look so great to them? Can we relate to them better if we use their current experiences as the basis for a curriculum that is helping them to prepare for role changes they will experience in the future? Can we help them to remember what they were like at age 12 and to see what they are like now at age 15 and help them draw some corollaries from that which will guide them in the future? "History repeats itself." The students may be more successful learners if we can more frequently relate to them as they are right now, instead of always saying to them "We're preparing you to be adults, forget about what you are now. *"Why should we include learning experiences in home economics which help students develop cognitive, affective and psychomotor learnings related to the two concepts—'changing roles' and 'multiple roles'?"*

ALICE ALLERS

Alice Allers — I knew there were a lot of women employed, but after reading *Illinois Teacher* (May 1975) I found that 45% of women over age 16 were employed in 1973. Therefore, reality is one justification.

Kathy McCormick — Our specialized content lends itself to dealing with multiple roles. Much of our content leads to employment, but all the things we deal with also can help in everyday living and getting along for both men and women—taking care of the home, the children, the interpersonal relationships, etc.

Mary Ann Fugate — One of the articles I read talked about the philosophy of home economists as developed around two basic aims. One was to strengthen family life through improving personal, family, and community living. The second theme was to prepare for employment related to home economics. The philosophy and aims of home economics support the inclusion of these concepts.

Lynda — Most of our high school girls still have the idea that they're going to get married, but if we look at the statistics of how many people don't stay married and how many single parents there are, this further justifies the need for education in this area.

Vicki Giles — Right now in my town we have a high rate of unemployment. Often the wife can get some type of employment to bring in some income and the husband is sitting at home. They're having problems coping with this. It also fits in with the emphasis on career education starting at the pre-school level. Career education is preparation for life. Well, that's what this is, too. Including these concepts makes everything very relevant.

Judy — A third question, *What are the societal issues involved in teaching about the concept of multiple roles and changing roles?*

Bev Bergman — ERA—the Equal Rights Amendment—is a related issue. Right now women are protected from some of the poor working conditions men experience. With the ERA we say women would still have choices, would have the right to work or not to work and to decide under what conditions. But these rights and choices primarily are for the middle class to enjoy. Poor people are often not able to take advantages of these options and choices.

Kris — I think we have to overcome the male egotism among our leaders. I think that's a big societal issue right now.

Judy — Do men have the right to choose whether they are going to be homemakers or wage earners?

Bev — They should. If we women are able to choose, men should be able to choose, too.

Madonna Raiche — I think we're doing a lot of harm to housewives and mothers today. I can see that among friends my age. I had a girl friend who just had a baby and had been teaching. When the baby was 3 months old, she said, "I can't wait to get back into the classroom. I want to be myself; I want to be a person." She's been bombarded with these ideas that to be yourself you have to have a wage earning job. We need to upgrade the idea of being a homemaker and a mother.

Mary Ann — In the article by Harris in the *Illinois Teacher* she commented that she felt she might have been more satisfied with her role as a homemaker if her husband had complimented her. So maybe it's not the women we need to help; it's the boys in our classes. The husbands, too, need to be satisfied with the choices their wives make and need to respect those choices.

Margo — One issue we need to examine is the structure of the family unit. The concept of family is changing. We have a conflict between women and men and their family roles. I see value in getting down to women and men and children's rights and to the family as the sustaining unit.

Marj McMahon — I have to agree with Margo about the confusion. The boys and girls I teach have a hard time understanding changing roles, especially after seeing their parents in very traditional roles. Many of the mothers of the students I taught didn't work outside the home.

Judy — A strong factor influencing our work with adolescents is peer pressure for conformity. This is sometimes not conducive to the development of the concept that one has choices one can make, and that we all need not do the same thing. This is an issue in home economics education. We touched upon this earlier in some of the things Margo was saying about confusion of adolescents.

Sandy — I sometimes felt guilty because I felt I was confusing my students rather than helping them clarify what life was going to be about. They saw their parents getting by in the traditional roles they were playing and when I said, "Hey, there's another way to look at this," their reaction would be very "anti."

Kris — I'd rather expose them to new ideas now, though, than have them find themselves confused 5 or 10 years from now not wanting married life or whatever life they've chosen for themselves. Adolescence is a time when one is supposed to be questioning, opening one's mind to other things. Let's give them lots of options to choose from.

Sandy — Sometimes I wonder if we're only planting seeds of dissatisfaction. I'm for equal rights, I'm for women's liberation, I'm for person liberation, but I sometimes wonder.

Judy — Are we teaching about change for change's sake or are we helping people identify their own needs and interests and make their own choices among the options open to them? It's very nice to say, "We're helping others to make choices," but when we sit down to make our daily lesson plans, and we decide what we're going to do tomorrow and what we're going to do the next day, it's hard to *do* that! It's easier sometimes to say, "This is what I think! or This is what society thinks! and you-students-decide whether you like it or not." But we don't help them to see how they make decisions for their own lives. We need to be careful that we don't dictate to others.

Margo — Another issue that I see as a problem is that of my personal and professional reaction to the changes I am seeing in my world. That's a whole new confrontation for *me* to deal with. I think as educators we need not only to help students identify their feelings, but to cope with those feelings because we don't always like the feelings we have. I'd want students to have the attitude that you're

always going to question, you're always going to be faced with confrontations in your personal life, but that it doesn't have to be bad and that what you decide, as long as it works for you, is O.K. That's the teacher's duty because it's so hard to separate our personal feelings from an objective presentation of different viewpoints, especially when you're talking about things like traditional roles and family unit. It would be hard for me to talk about how to discipline children, yet there are people who morally and mentally feel that their way is right—and right for everybody! There's so much variance. How could we ever say any one way is right or wrong. We just have to help people to make their own choices and feel good about the choices they make.

ANDREA MUDRON

Andrea Mudron — I get the feeling from our discussion that we feel the family unit is messed up. I don't view it that way. I think we can still have the same family unit, but there will be changes within that unit. People who view it traditionally may see it as messed up, but if we view it more openly and accept the changes it can still be a viable, workable, but changing unit.

Judy — In all of our discussion I keep hearing things that say to me, "We as home economists are concerned about helping people improve their quality of life." As you know this is the theme for the *Illinois Teacher* this year. We need to help people improve their quality of life. But perhaps first of all, we need to help them define what quality of life they are striving for and what roles they see as being most appropriate for achieving this quality of life.

We who are in occupational education programs also need to be concerned with the relationship between men's and women's changing roles and job satisfaction as one possible factor of quality of life. How can we as home economists help students, both boys and girls, increase their job satisfaction, whether it's for pay or in the home? A new AHEA publication titled *Women's Roles and Education: The Changing Traditions in Population Planning* has been compiled by Gladys Vaughn. It is a book of readings which may help you in clarifying your own thinking.

I hope our discussion related to educating for changing roles has helped spark some ideas in your mind for learning experiences for students. What can you do in your classrooms?

Secondary Home Economics Curricula Perpetuate A Stereotype

By Judy Rollins
Judy Rollins is Assistant Dean of the College of Home Economics at Kansas State University, Manhattan.

At the turn of the century, a new discipline had begun to grow from the inchoate ideas of forward thinking individuals—a discipline later named home economics. The focus of this discipline was then, and has continued to be, the improvement of the quality of human life. More accurately, from the 1890's until recently, the focus has been upon family life in its traditional form. No other discipline has encompassed all the factors that impinge upon human activity in the way that home economics has. In the 1980's, when individuals and families are bombarded from all directions by social, political, and economic changes, home economics stands as the one discipline that can effectively study these changes and suggest ameliorative alternatives for problematic situations.

Current Focus of Home Economics

Across the country post-secondary home economics departments and colleges constantly institute new graduate studies on ways to combat the current problems that individuals and families now face. Such studies encompass methods to conserve energy which may range from more energy-efficient interior and exterior designs for homes to the thermal properties of clothing to the use of computers to help families plan wiser energy consumption. Food researchers and nutritionists are examining the effects that food additives have on human physiology while dietitians plan individual diets for improved health.

Family life researchers and educators are studying the many social problems that impact on humans. Perhaps no one aspect of society is undergoing more rapid change than the definitions of appropriate role behaviors, both for individuals and for family members. The White House Conference on Families, which involved many home economists, helped to articulate the problems and brought them to national attention.

Home economists are studying all areas of consumerism. Ways to reduce food costs while maintaining adequate nutrition and how to counsel consumers about money and resource management are but two examples. Consumerism may well become the most important issue home economics must address in the future.

Considering the examples just given, why, then, do the words "home economist" and "home economics" conjure up in the public mind a vision of a *female* stirring up a perfect Hollandaise sauce or stitching a straight-as-an-arrow flat-fell seam? At a time when the numbers of male faculty members in home economics and male home economics administrators have increased, why does the public still view all home economists as women? Why is there much concern that future enrollment in post-secondary home economics may decline at a time when individual and family problems and concerns seem more prevalent and far-reaching than ever in recent history?

Perhaps the answer lies in the simple fact that we, as home economists, have failed to bring the public up-to-date on what our discipline has become. In 1974, the American Home Economics Association sponsored a survey to investigate the image of home economics. The results indicated that home economics has no clear identity in the eyes of college and secondary school administrators, legislators, and business executives. Responses from policymakers included the observation that home economists were "not career oriented [but] interested in cooking and sewing skills" (1). Generally, those surveyed agreed that home economists are task-oriented and practical but not concerned with research and theory. Obviously, home economists have not conveyed an accurate or holistic image of the profession to the general populace. We must now look at the sources on which the public bases its judgment.

Impact of Secondary Home Economics

The major source may well be secondary home economics education. The general public seldom has an opportunity to see beyond this program to the college level research and teaching or to the contributions of home economists in business, government, and human service professions.

Vocational home economics programs in high schools fall short of depicting an accurate image of the current trends in our profession; and the fault lies not so much with the teachers, but with the college curricula, designed for home economics educators, and with the state and federal

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guidelines for high school home economics courses. In 1976, Congress mandated a study to evaluate vocational education programs, including home economics. The National Institute of Education conducted the study to be used as a basis for reauthorization of the Vocational Education Act in 1982. "It could be viewed as a study of the government's attempt to affect vocational education at the state and local levels" (2).

Currently, almost every high school course has at least one unit and sometimes more on clothing construction and one on food preparation. Several studies indicate that most secondary home economics curricula include a majority of food preparation and clothing construction classes (3-5). The physical structure of home economics departments attest to this fact—e.g. clothing labs and food labs.

Clothing classes often hold style shows to display their accomplishments to the entire student body and parents. Home economics foods classes are called upon to take charge of many of the school banquets. Parents hear about or observe these activities; little wonder they associate home economics with the same programs they encountered in high school. "Most people think of home economics as what they saw it to be in their own secondary schools" (6). Yankelovich's study concluded that home economics educators are trying to hold on to the traditional basic skills of cooking and sewing while they also admit the definite need for increased relevancy to current family issues.

High schools have made strides in their efforts to include males in home economics classes. Unfortunately, the young men are generally taught how to sew on the buttons that get lost somewhere in the transition from mother to wife and/or how to prepare enough edible food for existence in that same bachelor period. Little wonder that males who look for careers that promise financial success fail to see that many college home economics curricula can prepare them for such careers. And little wonder that parents do not encourage offspring, especially males, to consider these careers.

A compounding problem is the lack of content knowledge required in college curricula for future vocational home economics teachers. Many of them graduate with one basic course in clothing construction and one in food preparation; therefore, these vocational home economics teachers are not prepared to do an exemplary job of teaching even in these two areas—if, indeed, these areas need to be taught. A study of seventh-grade girls indicated that their desire to take additional clothing construction courses or even more courses in home economics declined after the girls had completed their initial sewing unit (7). Besides alienating students, this lack of expertise further diminishes the image of competency and intellectural pursuits in the eyes of the general public—unfortunately, too, because both of these characteristics are strongly evident in our colleges and universities and in businesses.

Recently the Vocational Education Coalition (8) advised that those who train the home economics teachers and those who develop and implement curricula must have a background of experience and training in home economics. No doubt such training is imperative, but it does not address the real issue to its fullest extent. Not only must teacher educators be trained in home economics, they must also keep step with new directions and dimensions of home economics. The "sacredness" of cooking and sewing classes in most high schools appears to persist even though the Coalition statement delineates malnutrition, child abuse, consumer fraud, teenage pregnancies, energy waste, and environmental problems as the most pressing social problems that bear on the family today. We can not ignore the increased numbers of women now in the work force and the subsequent dual roles for both men and women involved in family maintenance. These dual roles necessitate a closer scrutiny of skills needed to improve the quality of family life. It would seem that knowledge, which leads to wiser consumption of clothing, is more necessary than the knowledge of how to construct the clothing. An employed mother has little time to sew the family's wardrobe or cook the family's meals "from scratch."

We can credit John Dewey in 1899 with the idea of laboratories in schools. "The activities provided by home economics in the laboratories also offered the child a daily change of pace from book learning" (6, p. 15). Home economics accepted this model and became a course that involved activity—mostly in cooking and sewing. The time is no longer 1899, and we must take a very serious look at the rationale behind the continuation of these two activities in secondary home economics. Indeed, can we even afford the luxury of a "change of pace from book learning" in our society today?

In 1961, the home economics branch of the United States Office of Education began an effort to define the areas and concepts which home economics education should include. The result, published in what is commonly referred to as "the bird book," identified three areas which unify all content matter: (a) human development and interpersonal relationships, (b)values, and (c) management. These are *not* terms that the public uses when describing home economics; again, we

must have failed to explain our discipline to others outside our profession. And this failure continues to haunt us at post-secondary, business, and political levels.

After having posited the source of our stereotyped image, we must now explore possible solutions for eradication or clarification of the image. The following should present a more accurate picture of what home economics *really* is.

A Changing Focus to Correct An Image

Let's donate these "usually-out-of-order, too-few-for-class-size" sewing machines to the Ladies' Aid Society and eliminate clothing construcion classes completely. We can then replace the machines with Bunsen burners, test tubes, and chemicals. Let's design high school units wherein students study fibers for their endurance and thermal properties; and then study the subsequent fabrics for safety and comfort features for persons of all ages and for consumer aspects of durabilty. It is also quite possible to teach quality of garment construction without teaching actual construction of the garment.

Let's study nutrition through the life cycle, not with colorful charts of the Basic Four, but with the same lab equipment we've purchased for textiles and clothing. Make chemistry a prerequisite for these courses so that students with a genuine intellectual curiosity will be interested in practical and pragmatic applications of their learning.

Let's replace the unit on making ten varieties of muffins with a unit that uses the ranges to test meat shrinkage, palatability of meat substitutes, and vitamin retention, to mention only a few current concerns. Let's lobby in every state where consumer education and family life education are not required of *all* high school students to see that such courses are implemented and, even more crucial, that they are based in the home economics departments, not in business or sociology. Let's teach career units which stress the importance of a nutrition curriculum to a pre-med degree and which stress consumer programs and family life programs as obvious forerunners to family law degrees. Guidance counselors know very little about home economics as a profession, but can we blame them when their basis for this information comes from the high school home economics programs now in existence?

Let's aim for the bright young men and young women who as home economists in the job market, the political arena, and the home will measurably increase the status of the profession.

Let us give credit where due. Many high school home economics teachers do an outstanding job of teaching family relationship units, child development units, and more. But they are hampered in these efforts by state and federal guides that require units in clothing construction and food preparation. Certainly, it can be justifiably argued that these two areas are a part of home management but so, too, are other pertinent and more stimulating areas, which for too long have been excluded.

Let's revise the post-secondary home economics programs for educators to increase course content. While emphasis on teaching methods is still essential, the teachers of young people must instruct on a level which reflects the intensity of research and scholarly efforts at the college and business levels of home economics. Therein lie the seeds of knowledge about the discipline of home economics for both students and parents. Obviously, we have a monumental task in attempting to re-educate and to change the attitudes of the designers and implementers of college curricula, of superintendents, principals, school boards, and parents. However, it is imperative that high school home economics currently reflect the broad base of social and physical sciences which are integral parts of the college and professional home economics programs, and which influence individuals and families both for today and for tomorrow. Congress, too, must be made aware of these directions if Congress is to institute legislation for homemaking education which reflects the aims of the discipline.

The image of "stitching and stirring" must be replaced with the image of "scholarly and sagacious."

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Charting the Course for Consumer-Homemaking Education

by Aleene A. Cross

Vocational educators contemplating 1983 frequently have conflicting reactions. One is pride in past accomplishments. Another is concern about the impact of the evaluation studies being conducted by the National Institute of Education. We ask ourselves, "Aren't we doing all we can do?" We have concern about accommodating out-reach groups and eliminating sex bias. Furthermore, we are sometimes defensive when the quality or relevance of our programs are questioned.

Vocational home economics educators have additional concerns. Will consumer and homemaking education be included in the next legislation? How can we ensure that our programs are preparing for the occupation of homemaking? What are the criteria by which we should be evaluating consumer and homemaking programs in order that they be vocational education? Questions that seem to need answers for 1983 (and beyond) begin with what, who, how and when.

What Should Be the Basis?

I am convinced that essential competencies needed by both male and female homemakers must form the basis for designing programs. This is the concise answer to what we should be teaching. Those competencies that seem most essential in terms of current socio-economic conditions are parenting, maintaining interpersonal relationships, developing coping skills, managing financial resources and meeting nutritional needs of the family.

These are certainly debatable and omit several of the traditional homemaking skills such as clothing construction, home decorating and furnishings and to some degree food preparation. Value clarification is an important thread that runs throughout all competencies needed by homemakers, including "stitching and stewing."

■ Parenting is the most crucial of the homemaker's responsibilities and ideally should be shared by both parents. The fundamental core of parenting is the emotional nurturing of the child which includes affection, child-parent relationships, guidance of behavior and establishment of ethical and moral values. Parenting also includes health and physical care of a child; prenatal and postnatal care; as well as providing food, clothing and shelter.

■ Interpersonal relationships are not only important in the occupation of homemaker, but also in all other occupations. This overlap into all phases of a person's life is a contribution home economics has made, but has not documented. There is evidence that more persons lose their jobs because of inability to get along with employers or fellow employees than because of inefficiency. It can be assumed that unsatisfactory interpersonal relationships is a

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major cause of family disintegration. An understanding of behavior and of techniques of maintaining satisfactory relationships is an essential competency for a homemaker. This includes such aspects as getting along with family, analyzing self, assuming responsibility, understanding dating and courtship and preparing for marriage.

- Management of financial resources permeates all content areas of homemaking education, since monies are needed to purchase food, clothing and shelter. Efficiency in managing affects relationships within the family. Values are directly related to decision-making, and financial management is a coping skill. If there is a priority competency, then management must rank with or close to parenting. The teaching of homemaking skills such as meal preparation, selection and construction of clothing, housing and furnishings without consideration of the financial aspect is an indicator of an ineffective homemaker.
- Nutritional needs of the family and individuals is a major concern of homemakers, although more often than not it is expressed only in terms of food preparation and meal management. Food is a large part of socialization in American life, and snacks are an everyday occurrence for many people. Yet very few persons are conscious of nutritional needs, including calorie intake.

Joan Dye Gussow reports in the November 1973 issue of the *Journal of Home Economics* that the consumption of bottled sodas skyrocketed—from 19 gallons per person in 1962 to 35 gallons per person in 1971. Milk consumption is declining as is the consumption of vitamin- and fiber- rich fruits and vegetables. But the per capita intake of beef with its load of saturated fat has doubled in 20 years, and the cookie market is growing twice as fast as the population. In short, the quality of the American diet has gone steadily downhill.

Although rickets and scurvy are almost non-existent, there are evidences of malnutrition that are not necessarily related to economic conditions nor to lack of a specific nutrient. The Ten State Nutrition Survey in the United States indicated in 1972 that coronary heart disease, obesity, dental caries and iron deficiency were the major nutritional problems in this country. There is no evidence that that has changed in the past seven years. These data indicate that meeting nutritional needs is a priority competency.

- Coping skills, similar to values clarification, may be a relatively new term, but the concept has been a part of home economics education for at least 60 years. Coping behaviors include emotional responses as well as deliberate actions and unconscious reactions used to contend with everyday living situations. Although we in home economics certainly cannot claim exclusive rights to assisting persons to develop desirable coping skills, we do provide a formalized system of instruction that can focus on those coping skills needed for the occupation of homemaking.

"If consumer and homemaking education is to fulfill its mission, then in 1983 we will have a parenting course in every secondary school and adult classes for both single and married parents in every community. There will be as many males as females."

Attention to one's job and hobbies are coping behaviors, as is time spent with one's family. Coping behaviors may be harmful, especially if just one or two are relied upon. If eating becomes a primary coping behavior, obesity is the likely result. In our culture the use of alcohol and other drugs as coping mechanisms has created a problem epidemic in scope. The inability to cope is related to both physical and emotional problems, and a homemaker needs to be aware of his or her own self as well as others in the family.

Coping skills are a part of meal preparation, housekeeping, social activities, use of time and money as well as family relations. Done in a manner satisfying to the homemaker, such skills as housecleaning, meal preparation, grocery shopping, clothes purchasing, and clothes laundering become desirable coping skills.

- Values clarification is a relatively new addition to curricula, although values—without being labeled—have been an integral part of instruction since the beginning of homemaking education. Individual decision-making, particularly in management of resources and behavior reactions, is based on personal values. Competent homemakers understand their own values and base their decisions on those values. Values clarification is included in personal and family relationships, child care, selection of clothing and food and purchase of all items. Values clarification is particularly important in decision-making about jobs, such as when mothers work and assume the dual responsibilities of employment and homemaking.

Who Should We Serve?

Traditionally, we have served a majority of the girls enrolled at the secondary level and interested women at the adult level. During the past few years, an increasing number of males have enrolled at all educational levels. Postsecondary schools frequently require a course entitled, "Consumer Education and Family Life Skills," of all two-year graduates regardless of sex.

The 1976 Amendments to the Vocational Education Act gave impetus to existing efforts to serve several target groups. Among these were the disadvantaged, handicapped, males and school-age parents. Other groups mentioned were single parents, mothers employed outside the home, aging persons and correctional institution inmates. Although there seems to be a few programs around the nation, consumer and homemaking teachers have not yet geared up to really serve these populations. In addition, there is the displaced homemaker group.

If consumer and homemaking education is to fulfill its mission, then in 1983 we will have a parenting course in every secondary school and adult classes for both single and married parents in every community. There will be as many males as females in the classes. There will be special classes for the aged and the handicapped. Out-reach programs will be found in correctional institutions, rehabilitation centers for alcoholics and drug offenders, mental institutions and restitution centers.

How Can We Serve All Groups?

There is no doubt that additional teachers will be needed for out-reach programs if existing programs are to be maintained and even expanded. This is a goal toward which all vocational educators will need to work. Adult classes that have in the past been mainly for the middle-class, full-time homemaker will also need to be for the elderly, the handicapped, the single parent, the displaced homemaker, the very

young parent. The school will be only one setting, for many of these programs will need to be in a setting available to those being served. Now what does this mean to you as a teacher? I have four suggestions.

- First, it may mean changing emphasis in your program. For example, deleting some things you are teaching in order to add or increase emphasis on these competencies. We tend to keep everything we have always taught and add on. The traditional emphasis on clothing construction and food preparation is still with us. Yet if you are honest, you will have to admit a competent homemaker does *not* need to construct family clothing. A competent homemaker can provide nutritious food for a family without being a gourmet cook or baking bread or preparing food from scratch.

The Bicentennial celebration has created an interest in home crafts such as knitting, crocheting, needlepoint and quilting. Too many teachers are spending a large portion of time instructing students in these skills. I chose to call these skills complementary. They are non-essential competencies and therefore cannot be classified as vocational education.

- Second, this may mean changing the structure of your curriculum. If you are working in a situation where you have a group of students for a year, you might decide what that year will include and begin with essential competencies. Don't fool yourself by saying parents and the administration and the students expect clothing and foods. It is your responsibility to explain to each of these groups the rationale for making changes. You might begin by making the less obvious changes first. If you ask these various persons or an advisory committee what to include, construct your inquiry in terms of what is needed to be a competent homemaker.

If you teach on the quarter or semester system, I would suggest being sure that students have courses that include these competencies—and maybe even require them. Wherever possible, courses based on the non-essential competencies should be available on an elective basis—for example, clothing construction and crafts. Every student certainly does not need to take every phase of a program. Such a structure does attract more males—and perhaps more females.

- Third, this will mean changing focus in instruction. Parenting can be taught from the standpoint of the teenage parent and not from the traditional aspect of the middle-twenties and older parents. This is a realistic approach that has relevancy and appeal to teenagers, including boys. It is a way to teach sex education as well as the nurturing of children.

Interpersonal relationships should not be left to chance inclusion in other instructional areas, as important as this may be. A unit, a module, a course should be taught that focuses on effective techniques of getting along with others in a variety of situations.

Management of resources or consumer education usually includes budget-making and getting the most for your money. But we need to go much further: wills, investments, insurance, choice of housing are other important aspects. Decision-making should be the focus—decision-making based on individual values. We too often teach *our* values and our decisions rather than helping students make their own decisions based on their own identified values.

Meeting nutritional needs is a competency needed by every individual. Many persons teach nutrition as they were taught it in college—pure facts. Why not teach nutrition as it relates to daily food intake? to meal planning? to the needs of the pregnant teenage girl? to the needs of the young child? to obesity? to underweight conditions? to dental caries, coronary heart disease, iron deficiency, malnutrition?

Coping skills are important to a homemaker and relate to the other competencies of parenting, meeting nutritional needs, managing financial resources and maintaining interpersonal relationships. Students can be helped to identify effective and ineffective coping skills and to recognize the results of being able to cope. Each area of instruction should include not only the defini-

How much class time do you spending on baking? A competent homemaker, after all, can provide nutritious food for a family without being a gourmet cook or preparing food from scratch.

Continued from page 39

tion of coping, but techniques of handling or managing everyday aspects of being a homemaker.

■ My fourth and last suggestion is that you not only rewrite your curriculum but also write performance objectives, which I sometimes call the enabling competencies. I have written in broad terms about competencies; more specific competencies are needed under each of these headings. These should be stated in terms of what you expect your students to be able to do as homemakers. Many of your current objectives are appropriate. Delete those that aren't appropriate and fill in the gaps.

Future Homemakers of America (FHA-HERO) activities should be an integral part of the in-school program. Projects and programs should center on the school-age parent, senior citizens, nutrition education, consumer practices and other related curriculum components. Current socio-economic concerns form the basis for FHA activities proposed at the national level. They also should form the basis for curriculum decisions made by home economics educators.

I challenge you to use this approach to teaching. I challenge you to have the courage to delete the non-essential and concentrate on the essential competencies needed by a homemaker. I challenge you to remember as you plan your work that values, management and interpersonal relationships are the three major concepts that unify all content areas and form a basis for the competencies needed by a homemaker.

When Shall Classes Be Taught?

It should be obvious that the regular high school, postsecondary school or adult center class schedule is not enough to meet the potential that consumer and homemaking education has. Classes will need to be taught nights as well as days, afternoons as well as mornings, Saturdays as well as Monday through Friday. Since out-reach groups cannot come to school buildings, the teacher will need to go to them and, in appropriate settings, perhaps work for a concentrated period of time of several days or weeks.

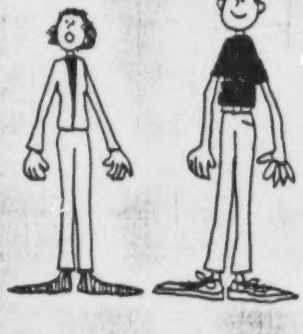
Not all "teaching" needs to be done in a formal setting or structure. Study or interest groups already in existence may provide an appropriate vehicle. Examples are parent, church and civic organizations. Home economics teachers of 1983 will need to be more alert to these opportunities than teachers of the present. Perhaps we should have full-time teachers in regular school settings and teachers who are either part- or full-time who work in the community with out-reach and adult groups.

The future is bright and the challenge is great. Vocational home economics educators have met the challenge in the past and will do so in 1983.

About the author

Aleene Cross is head of the Home Economics Education Department at the University of Georgia in Athens. She served as AVA president in 1972 and for four years prior to that as vice-president for the Home Economics Division.

Now we want to talk to you about what it means to be a sex fair teacher.



Boy, none of my teachers were very sexy... hah, hah!

Sex fair, Tom! Not sexy!

I know, I know... bad joke, huh?

The term "sex fair" means that you treat both sexes the same, through language and actions, even the aspirations you hold for them.

For example, a sex fair teacher would encourage both Sarah and I to learn home-making skills.

That teacher would also encourage us to pursue careers, even non-traditional ones.

Sarah, do you think it really makes any difference if a teacher says "house-wife" or "homemaker"?

You bet it does! "Housewife" implies the woman is the only one responsible for home care. "Homemaker" includes men and women.

You're right - but I don't think Home Ec teachers "discrimirate" on purpose.

Right, Tom. Most sex discrimination in Home Economics is unconscious and based on stereotyped assumptions.

Before any change can occur, teachers need to be aware of their biases, attitudes and behaviors.

Right again, and that's what this next session is all about.

It will help you, the Home Ec teacher, to identify and eliminate sex bias and stereotypes in your teaching and in your classroom materials and resources.

NEGATIVE EFFECTS OF STEREOTYPING*

Stereotyping, in and of itself, is not necessarily a harmful process. The word stereotype is derived from the Greek word STEREO which means FIRM, SOLID, OR RIGID and the Latin word TYPE which means to CLASSIFY OR GROUP BY CHARACTERISTICS. The process of stereotyping can effectively serve as a conceptual process for grouping and ordering. The negative aspect of the process occurs, however, when the stereotypes are so rigid and inflexible that the individual characteristics and abilities of a group member are ignored. Whenever certain characteristics or qualities are firmly or rigidly assigned to a group of people, individual characteristics of members who belong to that group may be overlooked, ignored, or ridiculed. Consequently, the development of an individual's strengths may be discouraged simply because those strengths are not considered typical of the group to which the person belongs; a person is characterized according to general group characteristics rather than specific individual qualities.

In attempting to conform to a rigid stereotype, an individual may feel it is necessary to over emphasize the characteristics popularly assigned to the group to which he/she belongs and to minimize characteristics that seem in conflict with the generally accepted stereotype -- even though the stereotype may be an unrealistic, sometimes impossible standard. Since our society has traditionally used sex-stereotyped characteristics as the standard for measuring a person's worth, individuals can feel social and emotional distress in attempting to meet the expectations of an unrealistic standard. Individuals may also experience social and emotional distress when resisting the pressures of a stereotype because they are violating a popularly accepted social norm. In other words, individuals can suffer when they conform to a stereotype or they can suffer when they attempt to assert their individuality. Sex stereotyping creates a no-win situation for the majority of human beings in today's society.

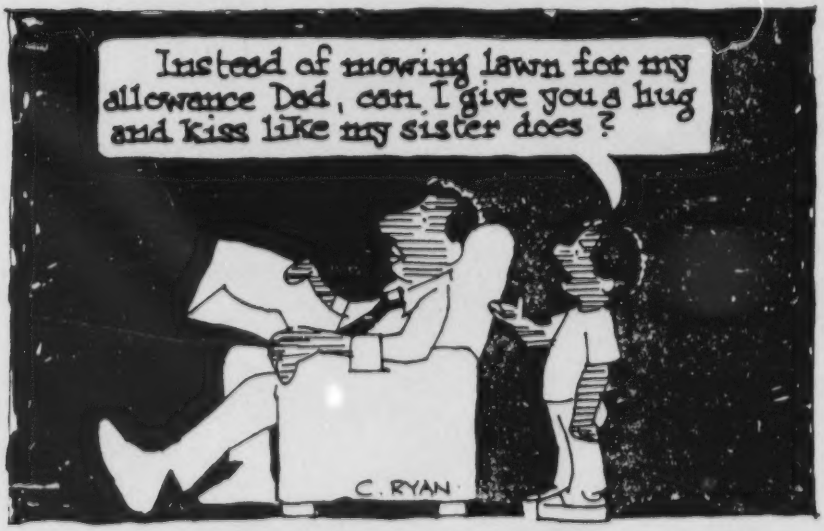
Sex-typed characteristics are consistently reinforced by advertising, movies, television, and other forms of media. The gospel, according to Madison Avenue advertising, says males should be rugged, aggressive, competitive, independent, strong, and unemotional; and that they should be complemented by females who are beautiful, submissive, noncompetitive, dependent, weak, and emotional. Interestingly, highly trained professionals in health, education, and related fields have also been found to ascribe these same characteristics to males and females. Studies have found that psychiatrists, psychologists, and other professionals consider these groups of characteristics to be normal for adult males and adult females. The characteristics assigned to males, however, tend to be the same ones that mental health professionals assign to mentally healthy adults. These findings imply a "normal" female cannot be a mentally healthy adult. Research has consistently demonstrated people hold these stereotyped images and expectations for themselves and others.

The harmful effects of sex stereotyping are not easily overcome because sex stereotyping has been so subtle, pervasive and accepted; it has, in fact, influenced much of the research on human characteristics. Only recently has research turned from examining and emphasizing the differences between the sexes and attempted to objectively examine the effects of stereotyping on both males and females. The findings demonstrate that both males and females are negatively affected by stereotyping.

It is important to remember that both males and females are negatively affected by stereotyping, although not necessarily in the same way. An emphasis on humanistic characteristics is needed. By emphasizing humanistic characteristics rather than traditional polarized sex-stereotyped ones, young people of either sex can choose activities and pursue roles based upon human needs, interests and capabilities rather than being subtly coerced into stereotyped activities and roles.

The following statement is by Jessie Bernard:

> A modern society requires whole human beings, indiviuals in whom the virtues of both sexes are cultivated, the weaknesses of both muted. The goal should not be seen as specializing the virtues and weaknesses of one sex or the other but as aiming for well-rounded, complete individuals capable of flexibility and adaption to change.



*Source: Farris, C. J., Expanding Adolescent Role Expectations: Information, Activities, Resources for Vocational Educators, Cornell University, 1978, pp 3-4

SOME SEXIST ASSUMPTIONS ABOUT HOME ECONOMICS EDUCATION, THEIR EVIDENCE AND SOME CORRECTIVE ALTERNATIVES*

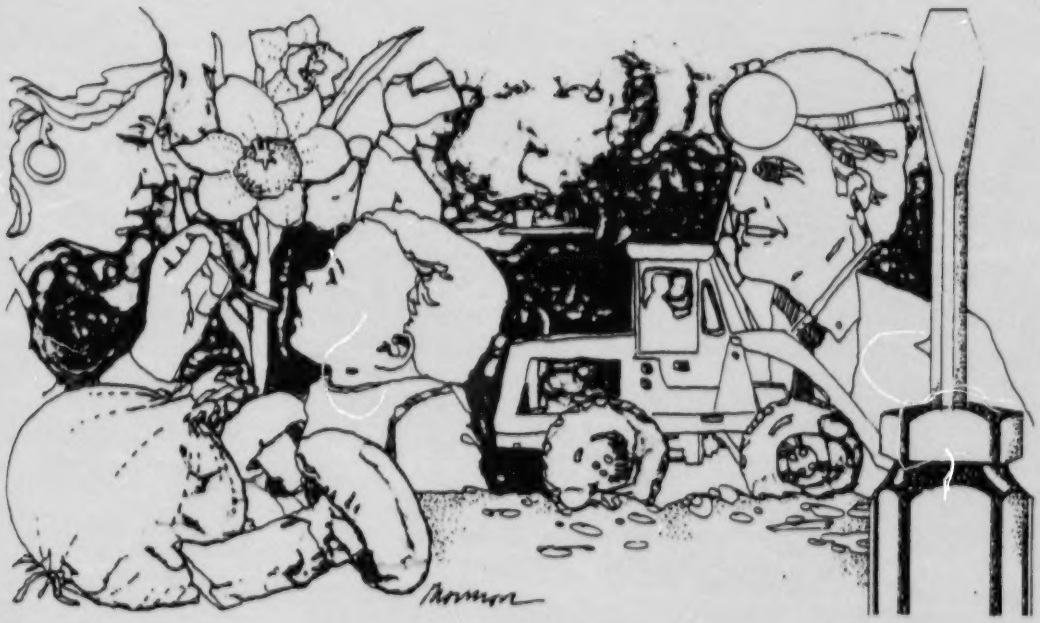
Assumption	Evidence	Alternatives
that students enrolled in home economics courses are female	requiring home economics of female students only - references in curriculum guides, textbooks and educational materials to female audience, use of feminine pronouns, abundance of pictures of females	Require basic program of home economics to all students. Gear textbooks, guides and materials to both males and females, use feminine and masculine or neuter pronouns, incorporate pictures of both sexes.
that females rather than males will attend to household maintenance, cooking, clothing care and child rearing	requiring home economics of female students only	Require basic program of all students. Present content on sharing household and child care responsibilities. Gear content to managing home and family roles with an occupational role.
that persons can readily substitute time for money as a resource to achieve goals	content emphasizing home production and service such as clothing construction, producing food from raw products, making accessories for home	Present home service and production as one option, granting equal time to becoming knowledgeable in buying and using out-of-home goods and services.
that the nuclear family unit is the only acceptable unit of social life	content focused only on the nuclear family - portrayal of nuclear family in educational media	Examine the varieties in family life including same-sex partnerships, single parent families, extended family groups, partnerships without children and communal family groups.
that double standards exist for female and male interpersonal and sexual activity	content aimed at dating and mating etiquette which sets differentiated behavior standards for males and females, such as male and female roles, seeking and accepting dates partial or sketchy sex education	Focus on behaviors which facilitate interpersonal relations without sex-differentiated standards. Frank and accurate sex education including birth control information for all male and female students.

SOME SEXIST ASSUMPTIONS ABOUT HOME ECONOMICS EDUCATION, THEIR EVIDENCE AND SOME CORRECTIVE ALTERNATIVES*

Assumption	Evidence	Alternatives
that female career aspiration is secondary to primary aspirations of becoming a wife and mother	content portraying wife and mother roles as full time activities	Focus on parenting as a role shared by male and female partners. Present content on family planning and parenting in the context of career development stages.
that females are more concerned about their appearance than males	proportion of program content devoted to dress, grooming, diet and use of cosmetics reference to female appearance in context of dating-mating-marriage syndrome	Present basics of nutrition, grooming, personal care and dress minimizing sex-differentiated standards.
that females are destined to be dependent on males	content emphasizing dating-mating-marriage syndrome - content promoting passiveness and dependence as ideal female traits	Emphasize life planning with career-marriage-family as options. Present family units composed of varieties of partnerships and family groups including solo living.
that females are interested in expressive activities while males are interested in instrumental activities	sex-segregated industrial arts and home economics requirements in school - content emphasizing handcrafts geared to creating feminine apparel and accessories	Stress survivial skills of resource management, and meeting basic needs. Require basic courses in industrial arts of both male and female students. Present handcrafts as avocational and/or vocational activities for both sexes.

*Source: Weis, Susan F., "Home Economics Education: Sexism in the Schools," Illinois Teacher, Nov/Dec, 1974, pp 85-88.

Sex-Role Illustrations in Junior High School Home Economics Textbooks



By Sandra S. Hutton

Do we practice what we preach?

When we select textbooks for junior high schools, how successful are we in choosing those that portray males and females in nonsexist ways?

One psychologist *(1)* suggests that sex-role identity is nearly formed by the time a student enters high school. The junior high school years, then, appear to be a particularly vulnerable period in which students can still receive impressions that jobs or family functions are arbitrarily assigned to one sex rather than the other.

When students in this age group leaf through their home economics textbooks, what impressions of sex-role identities do they gather from the vivid media of illustration—the photographs or drawings that dramatize the text?

The Survey

In order to get an idea of what students would find I chose six textbooks *(2)* that one state board of education has approved for use, and I examined their illustrations for evidence of sex bias.

Textbooks that are free of such bias, in my opinion, are those that portray males and females in similar activities and exhibiting similar characteristics, abilities, and interests. If members of one sex were usually shown in positions of authority, and members of the other sex were seldom shown in that way, or if activities were performed only by members of one sex, I concluded that the book presented biased images.

I omitted from my study any textbooks specifically designed for foods or clothing courses only because my purpose was to evaluate the broad portrayal of home economics, not that of specialized areas.

To begin, I surveyed one textbook and subjectively formed a summary statement for each activity that was illustrated or discussed in the accompanying captions. If I could not discover the illustration's intent from the chapter title or caption, I read the surrounding text to learn what was intended in the illustration.

I then categorized the statements I had written under eight broad subject-matter areas commonly included in junior high school

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TABLE 1
Illustrations of Subject-Matter Areas

	Males	Females	Both Sexes	
Human relations and development				
Family relationships	0	2	46	
Child care and nurture	29	68	2	
Young children's activities	16	25	12	
Teenage activities, development, and relationships	69	120	112	
Career preparation	29	21	2	
Subtotal	143	236	174	
Total				553
Production and maintenance of articles				
Clothing	18	261	9	
Foods	7	106	5	
Home management and maintenance, consumer activities	25	122	10	
Subtotal	50	489	24	
Total				563

TABLE 2
Illustrations of Child Nurture

	Males	Females	Both Sexes
Babysitting	0	11	0
Caring for young or ill	0	15	0
Personal health and safety	9	8	0
Feeding and giving love to babies	5	16	2
Helping, playing with, or reading to children	2	17	0
Sex of older sibling giving advice to younger sibling	8	0	0
Sex of adult family member giving advice	5	1	0
Total	29	68	2

home economics classes: family relationships, child development and nurture, activities of young children, teenage activities and their emotional development and relationships, career preparation, foods, clothing, and home management and care.

Next, for each of the six textbooks in my survey sample, I classified every usable illustration into one of the eight broad subject-matter areas. Then I listed the activity being performed and the sex of the dominant figure performing it. If the illustration showed men and women acting in equal capacities, I listed the activity as being performed by both.

I excluded illustrations of hands unless fingernail polish or watches clearly indicated the sex of the subject. I excluded not only caricatures such as those repeated at chapter headings but also illustrations of nonhuman subjects.

Findings of the Survey

I examined a total of 1,116 illustrations. The range was from a low of 51 illustrations in one book to a high of 302 in another. Of the total, 65 percent showed females; 17.3 percent showed males; and 17.7 percent showed both females and males.

The percentages of males and females illustrated in each book varied dramatically. They ranged from nearly equal (males, 33.3 percent; females, 39.4 percent; both sexes, 27.2 percent) in one book to a clear focus on one sex (males, 7.6 percent; females, 83.4 percent; both sexes, 9.3 percent) in another textbook.

A Close Look at Two Categories

If we look at the two major categories in Table 1, we get a general idea of the way textbooks present sex-role images to the students in illustrations. Nearly equal numbers of illustrations (553 and 563 for all textbooks) appear in each category, an indication that the textbooks as a group place nearly equal emphasis on the sociopsychological aspects of human life and on life's material aspects.

Table 1 also shows that men and boys are more frequently illustrated when the text deals with relationships than when it is concerned with the production and maintenance of objects. Perhaps the most important way to look at the data, however, is to note the sex of the major actor performing the actual activities illustrated.

Child Development and Nurture

When a child of either sex needed advice from an adult family member, the textbooks surveyed usually illustrated the child getting that advice from the father or a father figure.

Eight illustrations showed older male siblings or friends giving advice, but none showed female siblings doing so. This finding parallels that of a survey of elementary school language development textbooks—the books commonly called "readers" *(3)*.

Generally speaking, illustrations showed older boys giving advice while older girls were shown entertaining young children or helping with their care. The activities of babysitting and caring for the young and the ill were illustrated by 26 females and no males.

In illustrations of preschool or elementary school children, boys were generally shown performing "male" activities such as block building or playing with toy trucks; girls were shown playing with dolls.

One drawing particularly distressed me. It

showed a girl playing "dress up," talking on the phone, and saying that she had to clean the house. Her male counterpart, drawn in his football gear, could be seen through the open door in the same illustration.

Teenage Activities and Development

There were serious imbalances in the illustrations of teenage activities, development, and relationships. Illustrations of teens in heterosexual groups were frequent, but males by themselves were shown participating in active sports twice as often as girls by themselves. In general, illustrations emphasized fair play, cooperation, and tolerance for others.

Boys in these textbooks were shown studying or deep in reflective thinking more often than girls; girls rested or read in a leisurely way more often than boys. By a ratio of 16 to 1, girls were shown to be overwhelmingly more concerned about exercise and weight control than boys. Although boys were depicted as messy or unkempt in their appearance and in the way they kept their bedrooms, no girls were shown in those ways.

Moreover, in subtle ways, teenage females were shown as victims of sex bias. More females appeared in illustrations dramatizing "self" needs—to grow intellectually, to develop self-confidence, to build a stronger self-image. On the other hand, illustrations and captions treating the concepts of maturity or independence used male subjects more frequently.

The textbooks in the survey further reinforced some unfortunate stereotypes by showing girls four times as often as boys either exhibiting negative "feminine" behavior—shyness, fearfulness, indecisiveness, pouting, and jealousy; or showing positive "feminine" passive behavior—smiles, cooperation, patience, and appreciation of the more vigorous efforts of others.

Girls were also shown as being more concerned with propriety or manners—with such questions as not abusing telephone privileges or the proper way to introduce one's date to others, for example. On the other hand, boys were more often shown as possessing aggressive characteristics.

The textbooks in the survey, therefore, seem to reinforce a sad fact of our culture: adolescent girls are encouraged to lean on others for a self-acceptance reflected by others rather than developed independently out of a sense of self-achievement.

The development of male and female emotional characteristics has been widely discussed in the literature *(4)*, yet illustrations

TABLE 3
Illustrations of Teenage Activities, Development, and Relationships

	Males	Females	Both Sexes
Active play or sports	12	6	13
Clubs, parties, school-related groups	17	33	72
Understanding differences of others	2	4	10
Study or reflective thinking	8	3	1
Resting and leisure reading	1	6	0
Concern with exercise and weight control	1	16	0
Concern with manners	4	19	5
Messiness in room or appearance	5	0	1
Needing to grow	2	8	2
Showing maturity	7	3	2
Having passive characteristics	5	20	5
Having aggressive characteristics	5	2	1
Total	69	120	112

TABLE 4
Illustrations of Home Management and Maintenance

	Males	Females	Both Sexes
Shopping or consumer activities	3	32	2
Budgeting or money matters	5	0	4
Planning or managing	0	8	2
Laundry activities	6	31	0
Dusting, polishing, cleaning	2	36	1
Decorating, room arrangement	4	12	0
Yardwork, outside activities	5	3	1
Total	25	122	10

TABLE 5
Illustrations of Career Preparation

	Males	Females	Both Sexes
Doctor, dentist, political candidate, judge	7	0	0
Banker, lab or test-kitchen research	2	0	1
Guidance or personnel counselor	4	0	0
Teacher, librarian	1	6	0
Nurse	0	3	0
Computer technician, landscape designer	3	0	0
Government worker, dental assistant	0	2	0
Mechanic, auto plant worker, bus driver, hospital aide, farmer	5	0	0
Waiter, waitress, beautician, barber	6	6	1
Salesclerk	1	4	0
Total	29	21	2

in junior high school home economics textbooks continue to depict females as more passive and males as having more aggressive emotional characteristics.

Illustrations relating to clothing and foods were extremely biased—an understandable result of the traditional separation of the sexes mandated by school boards and society in general.

Consequently, females were the subjects of nearly all the illustrations of cooking, planning parties, serving food, grooming, sewing, and selecting clothing. There were 25 male examples, 367 female, and 14 showed both sexes. Most of the examples showing males dealt with only two areas: grooming and clothing selection.

Home Management and Maintenance

Who maintains the home and makes it a more pleasant environment? Females in these books made the plans and arrangements and did the shopping (40 females illustrated, 3 males, 4 of both sexes). Decision-making activities involved with budgeting or controlling money, however, were either handled by males or handled jointly. The chores—housecleaning, laundry, and consumer shopping—were overwhelmingly pictured as female activities. Most of the illustrations were of two-parent families in which the fathers rarely shared in the home-maintenance activities.

Career Preparation

Home economics classes generally spend some time encouraging students to examine future career possibilities. I was, therefore, interested in the tabulation of illustrations that showed adults in career settings. Sadly, these textbooks reinforced the idea that the only professional careers available to women are the nurturing activities of teaching and nursing. Men, on the other hand, performed a vast array of jobs—from professional to technical to laborer.

More women are now working outside the home, either by necessity or by choice. It is time to start encouraging girls—both academically and psychologically—to accept the fact that they will very likely go outside the home to work during a good portion of their adult years. Moreover, young girls deserve a chance to choose from among many different and exciting careers now open to them.

Conclusion

Much work has to be done if the trends described above are to change for the better.

Authors of junior high school home economics textbooks will need to exercise a greater degree of supervision over the choices of the illustrations used in their textbooks.

I did not analyze the text of any of the books for this survey (5). Spot readings, however, show that numerous examples in the text reinforce traditional sex stereotypes in terms of roles, acceptable emotions, tasks, family situations, and career opportunities.

If home economics as a discipline supports multidimensional roles for both men and women, then textbooks used at any grade level ought to reflect this support.

The six textbooks I surveyed were oriented toward humanism and encouraged kindness and consideration for the feelings of others. While no one will dispute that such emphasis is worthwhile, there is a crying need for realism in their presentation. Families presented in these books are generally white, middle class, suburban, and have few serious worries. It is questionable how many students can even relate to the family images they see portrayed in the books they read in class.

Lip service is given in the captions to the idea of females working at the occupation of their choice, but the illustrations of subjects and their family-support systems contradict this idea. Married women who work now expect men to assume a greater portion of housekeeping and child-nurturing activities. And although there is little hint of it in the illustrations described previously, men in our culture are still under extreme stress to achieve prestige and financial rewards.

Only as more and more women enter occupations outside the home and help to ease family financial needs will men be able to spend time at home as illustrated in these textbooks. Then, perhaps, they will also be shown assuming a wider range of duties in the home.

If the illustrations in the six junior high school textbooks surveyed are representative of the text and the accompanying course content, then we as home economists really have our work cut out for us. Home economics is a profession that has afforded women many opportunities in the past and also has continually had as a prime goal the betterment of human and family life. It is time, then, for home economics educators to reassess the direction of the course work at the junior high school level.

Students in junior high school have already started thinking about the future. The home economics classroom should stimulate young people of both sexes to consider future possibilities and probabilities in a more realistic way.

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How to Use Biased and Stereotyped Textbooks*

After identifying bias and stereotypes in textbooks, teachers are inclined to ask, "How can I use these textbooks now?" Perhaps one of the most effective ways to overcome bias and stereotypes in textbooks is to deal with it directly. This means the textbooks themselves should become the topic of classroom discussion and learning activities. One way to increase the students' awareness of bias and stereotypes is to have students evaluate their own textbooks. Having them examine examples of bias and stereotypes in language and pictures will lessen the impact of such information on their attitudes. Some classroom stategies are listed below:

1) At the beginning of the school year, devote one or more classes to analyzing textbooks.

2) Consider a unit on "Do Words Make a Difference." Have students study the difference between negative, demeaning, and neutral language and find examples from their text.

3) Study the meaning of "Bias and Stereotypes." Have students count pictures of males and females and look for pictures of males and females in stereotyped and expanded roles.

4) Ask students to bring in pictures of males and females in expanded roles which might be used to replace illustrations in the texts. The pictures might be displayed on a special bulletin board.

5) Have students compare bias and stereotyping in different textbooks. Ask them to rate the books according to the most and least stereotyped.

6) Have students analyze trade journals and other materials ordinarily used in class. Ask them to edit materials which are heavily biased and stereotyped, eliminating such language.

7) Encourage students to write to textbook and other publishers explaining how they have analyzed their materials and what they have found.

When pointing out sex bias, don't belabor the point. After students have learned how to recognize bias, there is no need to dwell on the subject constantly. Analyzing a book when it is handed out or discussing overt bias when you or your students come across it should be enough. Don't forget to make the most of the good books when you find them.

*Source: Farris, C. J., Expanding Adolescent Role Expectations: Information, Activities, Resources for Vocational Educators, Cornell University, 1978, p. 61.

CHECKING IT OUT:
Eliminating Sex Bias/Stereotyping*

By Wilma Pitts Griffin and Joan M. Kelly

The Vocational Education Amendments of 1976, Public Law 94-482, issued the following charge:

> To develop and carry out such programs of vocational education within each state so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to both sexes.

In addition, Consumer and Homemaking Education was directed to:

> . . . encourage participation of both males and females to prepare for combining the roles of homemakers and wage earners; encourage elimination of sex stereotyping in consumer and homemaking education by promoting the development of curriculum materials which deal with the increased numbers of women working outside the home, and increased numbers of men assuming homemaking responsibilities, and the changing career patterns for women and men.

THE TERMS

Sex bias/stereotyping - the conscious/unconscious values and assumptions that stereotype the sexes and channel females and males into interests, activities, and goals considered "appropriate" for their sex.

Sex discrimination - the limitation of people's opportunities, rewards, and/or statue on the basis of sex.

Sexism - any arbitrary stereotyping of females and males on the basis of their gender.

The new school year brings with it many opportunities to initiate new programs, to experiment with new ideas, and to present a fresh and positive image. Combining the best of traditional subject-matter content with new curriculum approaches may be a good way to begin the fall season. Traditionally, home economics has focused on the female student, and has stressed food preparation, clothing instruction, and grooming.

With a broader and more diverse definition of the family, more casual lifestyles, and more flexibility in roles assumed, it is an opportune time to incorporate newer curriculum approaches. Home economics has a great deal to offer males as well as females. In

order to capture the male audience, the home economics program needs to reflect the concerns of both males and females in consumer education, financial management, decision making, selecting a career, obtaining and holding a job, as well as the traditional subject matter.

It is equally important to create a learning environment in which both males and females feel comfortable. The types of teacher behaviors that are exhibited and the kinds of environments that are created will reflect the growing concern of the home economics profession to achieve a program free of sex bias and sex stereotyping. Answering yes or no to each of the items in the following checklist can provide you with feedback in order to evaluate your progress in meeting this objective.

TEACHING MATERIALS:

Teaching materials such as books, magazines, pamphlets, films, and filmstrips are important classroom resources. The resources selected often provide examples of people who can serve as role models for students.

1. Can you recognize sex bias/stereotyping in teaching material?
   Yes_____ No_____

(a) Language

- salesman vs. salesperson
- man and wife vs. husband and wife
- Louis Martinez, a well-known lawyer, and Mrs. Martinez, an attractive brunette vs. Louis, a well-known lawyer, and Maria, a certified public accountant
- men described as aggressive, strong, athletic, decisive vs. sensitive, art-oriented, uncertain
- women depicted as fearful, squeamish, mechanically inept, fickle vs. organized, mechanically competent, decisive.

(b) Illustrations

- women exclusively shown in traditional roles, such as taking care of the home, preparing food, caring for the children vs. engaging in paid employment, repairing a bicycle, playing sports
- men primarily shown in traditional roles, such as being the major breadwinner, doing home maintenance, engaging in competitive sports vs. doing typical homemaking activities, participaing in childrearing, engaging in noncompetitive situations.

2. Do you evaluate teaching materials for sex bias/stereotyping?
   Yes_____ No_____

3. If you use sex bias/stereotyped materials, do you point this out and discuss biases/stereotypes with students?
Yes_____ No_____

CLASSROOM PRACTICES:

There is sufficient evidence available to conclude that people's expectations can mold others' behavior. The expectations teachers hold for students are communicated very clearly, and are often fulfilled by students.

4. Do you expect the same quality work standards from males and females in all areas of study, such as food preparation, small appliance repair, written work, and artwork?
Yes_____ No_____

5. Do you expect both males and females to plan and prepare for a career, and for independent and/or family living as adults?
Yes_____ No_____

6. Do you expect it to be equally probable that females would be as interested and skilled in math and mechanical repairs as males, and that males would be as skilled in food preparation and parenting as females?
Yes_____ No_____

7. Do you assign responsibilities to students based on ability and interest rather than sex, such as males doing bulletin boards/displays, cleaning up the kitchen and baking cookies, and females operating the film projector, passing out books, and constructing a bookcase?
Yes_____ No_____

8. Do you display affection and displeasure in the same way toward male and females?
Yes_____ No_____

9. Do you reprimand both males and females for the same misbehavior infractions in the same tone of voice, and avoid being more lenient with one sex or the other?
Yes_____ No_____

10. Do you reward both males and females in the same way, for the same actions, such as assertiveness, and creativity?
Yes_____ No_____

11. Do you avoid verbal cues such as "Boys should. . ." and "Girls don't . . ."?
Yes_____ No_____

LEARNING EXPERIENCES:

The subject matter presented in class, and the learning experiences planned, provide either broad or diminished opportunities for students to learn, to examine their viewpoints, and to grow intellectually and emotionally.

12. Do you plan a variety of activities for both males and females, and avoid planning special activities which might be of more interest to members of one sex?
Yes_____ No_____

13. Do you challenge students' sex biased/stereotyped attitudes and statements?
Yes_____ No_____

14. Do you provide information, resources and learning activities which present an objective viewpoint about the roles of adult males and females in the work force and in family life?
Yes_____ No_____

15. Do you encourage students to explore roles and careers which they may not have considered, or which are less traditional for their sex?
Yes_____ No_____

16. Do you actively involve students in planning and achieving a home economics program free of sex bias/stereotyping?
Yes_____ No_____

WHAT'S YOUR SEX BIAS RATING?

How did you score on the checklist? Check the total number of yes responses against the following score guidelines:

16 - Keep up the good work; spread the word; be proud of a program which can serve as a model for others.
15-14 - You are almost there; set a new goal(s) for this year; check up on yourself periodically.
13-12 - Take one step at a time; talk with people who can help; develop a support system by working with others having similar objectives.
11-Below - Change requires effort; establish short and long-term goals; post your goals in a prominent location; reward yourself as you meet your goals.

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TODAY, CLASS, WE'RE GOING TO TALK ABOUT SOMETHING IMPORTANT: HUMAN RIGHTS.
I BELIEVE THAT BOYS AND GIRLS ARE ABSOLUTELY EQUAL. I MEAN IT.
THE TRUTH IS... -CYNTHIA, STOP SCRATCHING! IT'S NOT LADYLIKE.
THE TRUTH IS, ANYONE CAN DO ANYTHING NOWADAYS - REGARDLESS OF THEIR SEX.
-HONESTLY, BILL! I'VE TOLD YOU A THOUSAND TIMES.. BOYS DON'T FIDDLE WITH THEIR HAIR!
-YOU WILL FIND THAT THERE IS NO SEX BIAS IN MY CLASS. EVER. THERE'S THE BELL.
CLASS DISMISSED! -GOOD HEAVENS, ANNIE! DON'T LIFT THAT STOOL - LET GEORGE DO IT!!
...OH, IT FEELS SO GOOD TO HAVE THE CHANCE TO LIBERATE YOUNG PEOPLE!
Bing

Cartoon by Elsa Bailey

40

Source: Jr. of Teacher Education, 1975, 26, 4, p. 290.

41

Sarah and I hope we've got you thinking about what it means to be a sex fair teacher and how you might revise your curriculum a bit.

But we realize it isn't easy deciding what to teach, so we'd like to offer some suggestions.

On the pages that follow are activities we think are important. Some you may already be doing.

But we think you'll find new activities to revitalize your curriculum. To choose activities, we thought about our present situations.

I'm a married carpenter with a six-month-old baby. Sarah is single, works part-time, and is a full-time student.

Some of what we learned in Home Ec has helped, but we could have been better prepared for life on our own.

Perhaps I wouldn't be so overwhelmed with the frustrations of being a parent.

And maybe I wouldn't feel so helpless sometimes when I have only myself to depend on.

Well, enough of this seriousness! Look over the activities, give them a try, and we guarantee your class will be an exciting place to learn.

So exciting, Tom, that you'd go back and take a few more classes?

Well, not <u>that</u> exciting, but I think the teachers will know what we're talking about.

I think so, too.

Family Relations/Child Development

*Using the study sheet At the Toy Store, ask students to check the toys they would purchase for a boy or girl. Initiate a discussion regarding what toys tell children about their future. Sample discussion questions: What do toys tell young boys about their role in the home? What do toys tell young girls about their role in the working world? Do toys foster the more aggressive behaviors in boys and the more passive ones in girls?

Have students list all the things done by a father and a mother in a month. Then combine to see what a single parent has to do. Discuss which ones could be eliminated, or shared with children or hired help.

*On cards, write statements which represent nontraditional sex roles and challenge sex biases. Distribute cards to students. Ask students to read their card(s) and to personally respond to the situation on the card. Then ask the group to respond and discuss the situation.

Have students survey local child care options for working parents. Compare quality, costs, facilities, and hours of operation. Discuss how these relate to needs of working parents.

Invite a male teacher and his wife to participate in a discussion about their parenting responsibilities.

*Have students evaluate TV programs for sex-role stereotying. Ask them to view different programs, i.e., comedy, drama, etc. Give each student a TV observation sheet. Have them record responses as they watch each program, including commercials.

Have students write a marriage contract including expectations and responsibilities of both partners. Enact mock marriages during which they must find housing, buy food, clothing, appliances, insurance, and furniture. A roll of the dice or a spin of the wheel of fortune determine other areas which students investigate such as the birth of children, a death in the family, or the loss of employment.

Post large sheets of paper for student graffiti. Head each sheet with a phrase dealing with sex roles. Encourage students to scribble spontaneous reactions in the spaces provided. Sample phrases:

1) girls have it easier because...
2) to be a man means...
3) to be a woman means...
4) words that are masculine...
5) words that are feminine

Responses on the graffiti sheets can serve as the basis for discussion.

*See Appendix

*Hand out study sheet Role Perceptions. Have each student respond to statements by agreeing, disagreeing, or registering no opinion. Explore with students their perceptions of mens' and womens' roles and how these compare with reality.

*Read the story about Baby X. Discuss the implications as related to sex role stereotyping in child rearing practices.

Have female students prepare a list of things they like to do in their spare time. Have male students do the same. Compare and discuss the two lists. Are there similar activities on both lists? Are there activities on the females' list that the males have never done and vice versa? Are there activities students would like to try but have not done because it is seen as a "girls only" or "boys only" activity? What are the limiting effects of such sex role stereotyping?

*Conduct a discussion with your students using the questions from the study sheet Roles of Men and Women.

Have female students pretend they are male and plan for their futures. Have male students plan their futures pretending they are female. Have female students pretend that marriage is not an alternative and plan their futures.

*Discuss mate selection. Ask students to list desirable traits (or use prepared list) and then rank them in order of preference. Make a tabulation of the first choices of girls and boys. Compare these to see if there are any interesting differences between the sexes.

Undertake an "egg sitting" project to explore the responsibilities involved in child care. Each student is responsible for his/her egg 24 hours a day for a period of several days.

*Hand out the study sheets For Girls Only and For Boys Only to girls and boys respectively. Have students check their responses. Discuss their responses in terms of traditional views of acceptable behavior of males and females. As a variation, give boys' list to girls and vice versa. Discuss the simularities and differences in responses.

*Use the list of case situations (or develop your own) for role playing and as a basis for discussion.

*Plan a cartoon contest (see examples) to increase students' awareness of how sex stereotyping and bias can limit people's expectations, opportunities, and choices in all aspects of their lives.

Have students brainstorm a list of all the responsibilities of a young couple living in their own home. Transfer each to a small card or sheet of paper, one item on each card. Have students divide the responsibilities according to who s/he feels should be responsible for them if both members are working full time outside the home. Consider outside help as well.

Clothing/Textiles

Compare the resource "costs" of constructing a garment and purchasing it ready-made. Consider time, energy, and money.

Present a series of brief skits about a consumer trying to return an item of clothing. Show a legitimate complaint and an unfounded complaint, each receiving attention.

Collect clothing hang tags and labels. Compare the information found in each. Look for the manufacturer's name, fiber content, and care instructions. Why is this important information?

Bring in items of clothing recently purchased from a store or through the mail. Discuss the construction details that indicate quality merchandise. Point out features that are clues to poor construction.

Design a quilt square of the animals or flora of the area. Applique or embroider squares and then sew them together to make a large quilt. Display in class and eventually raffle off to community.

Use information from clothes mail order catalogs to determine correct garment size. Complete a hypothetical order computing freight costs, etc.

Invite a local member from the community who does his/her own yarn dying, spinning, and weaving and ask for a demonstration.

*Tie grooming into the world of work. Invite a speaker to class from an employment agency or the personnel department of a local company to discuss the role that grooming plays in evaluating a potential employee. Use check sheets for student self-evaluation.

Sponsor a unisex grooming clinic. Set up centers in room which include areas where students can wash their hair, clean their faces, and give themselves a manicure. The "clinic" gives students an opportunity to learn through doing and also gives them the opportunity to communicate with each other and exchange ideas.

Bring to class articles of clothing no longer worn - either too small or no longer enjoyed. Brainstorm ways to recycle the clothing to make it wearable again.

Demonstrate how to properly wash clothes - sorting, pre-wash treatment, choice of laundry products, and operation of washer/dryer. Don't forget coin-operated machines!

Teach simple mending techniques - split seams, changing a hem, replacing a jeans zipper, snags, etc. Set up a mending/repair shop in the classroom. Set prices for various jobs and have students and teachers bring in clothing to be repaired.

*Play "Stain Sleuth" or "Going...Going...Gone" to learn about stain removal techniques.

Demonstrate mechanics of a sewing machine. Remove parts to show how it works. Teach proper cleaning and oiling.

Have students take a written and practical "driving" exam on the sewing machine, issuing "driving" licenses to those who are proficient.

As a class, brainstorm all the reasons individuals may select particular items of clothing, such as need, desire, peer pressure, personality, physical traits, time available for selection, stage in life cycle, values, etc. Discuss.

Prepare a chart which highlights performance characteristics of fibers.

Find examples of functional finishes applied to fabric to allow them to perform specific functions (moth resistant, permanently pressed, anti-static, stain resistant, etc.). Look at finish labels, and make a list of brand names which identify the various functional finishes.

Have students role-play job interviews wearing different kinds of clothing. Discuss with them how an employer would react to each outfit.

*Conduct textile experiments - stain removal, wrinkle resistance, heat sensitivity, etc.

Have students bring in a variety of grooming appliances from home. Divide the class into groups and assign each group a different appliance category such as hair care, skin care, dental care, shaving, etc. Have each group prepare a short presentation on the appliance category comparing the features of each brand, demonstrating their use, and giving safety precautions.

Make a list of considerations in evaluating clothing items such as fabric color, design, appropriateness, season, fabric finish, care instructions, shrinkage, fiber content, garment construction, overall quality in relation to needs and resources, etc. Discuss.

Bring to class examples of pictures of childrens' clothing which illustrate such features as: self-help, growth, durability, comfort, ease of care, etc.

Study the family life cycle and identify clothing needs at various stages.

Identify resources a family has available for providing family clothing (money, sewing skills, shopping facilities, shopping skills, time, energy, etc.) and what influence these have on decisions.

Analyze wardrobe to identify dissatisfactions in clothing which result from lack of planning. Estimate the cost of unusable clothing in students' wardrobe.

Study laws and regulations for textiles which protect the consumer. List sources of consumer information regarding clothing.

Chart the months for local, seasonal, and pre-inventory sales. Compare prices during these times with normal prices (mail order catalogs can be used if no stores are available). Determine the best time to shop for savings on items of clothing.

Have students examine some articles or garments in order to decide whether to buy or to make a specific item. Discuss why they made choices as they did.

Compile a list of features in clothing that an employed homemaker needs to consider to minimize care and upkeep required. Interviews, study of labels, and advertisements are possible sources of information.

Project ideas: outdoor sports clothing/equipment such as sleeping bags, small tents, vests, warm-ups, gym clothes; spice up the Home Ec room and make covers for toasters, mixers, sewing machines, or sew curtains; make bean bag chairs and/or pillows for school library; make costumes for school play; stuffed toys for a preschool; T-shirts for the basketball team; coveralls for automotive classes; aprons for cooking classes...

Housing/Home Management

*Determine the value of a homemaker. Compute salary using normal wage rates in your community.

Develop mock commercials. Students explain the workings and characteristics of commonly used household equipment such as wet/dry vacuum, washer/dryer, or jig saw.

Design and construct an item for decorative enrichment, i.e., plant hangers, wall hangings, picture frames, etc.

Refinish or reupholster old furniture. Build simple furniture items - benches, tables, bookshelves, etc.

*Have students decide what is important to them when planning for their personal living space.

Investigate energy consumption of various appliances and machines and relate energy use with decisions about lifestyles. Have students canvass their homes for energy waste and prepare a list of energy saving tips.

Compile suggestions for doing household tasks more easily. Focus on saving time and energy and sharing of responsibilities. Helpful hints might include: dovetailing (doing two things at once makes good use of time, organizing saves effort), set priorities to ensure most important things get done, etc.

Conduct an ecological awareness campaign. Come up with ways to reuse household items. Publicize a local recycling center if there is one. Prepare family energy conservation plans, grow gardens, etc.

Conduct a survey on people and their hobbies, activities, and interests. Find out what kind of space is needed for these activities. What kind of changes need to be made in their housing for them to do these activities?

List various activities in which families participate at home. Classify activities in the following categories: family group life, private life, and work or service activities. Compare lists with classmates. How did they differ? How were they similar? Discuss the demands these activities make on housing space.

Compile a list of services available in the local community (i.e., hard surface streets and sidewalks, sewage disposal, water service, fire protection, street lighting, public parks, garbage and trash collection, insect control, electricity and gas). Discuss how community services influence the family's decisions on selection of housing location.

Interview some persons who live in mobile homes. Ask what they see as advantages and disadvantages of this type of living. Do they consider their mobile home as temporary or permanent housing? Discuss.

Invite a panel of real estate agents, representatives from a bank or savings and loan association, home builder, and apartment house owner to discuss: who should buy a home, and who should rent; the local market for housing -- either rental or purchase; what factors does each consider important when deciding to rent or purchase.

Determine adequate insulation for homes in the area. Research the various types of insulation including the meaning of R-values. Brainstorm a list of types of insulation, i.e., weatherstripping, caulking, storm windows, etc. Find out what kinds of rebates or tax deductions are available to people who insulate their homes.

Bring in people from the community to discuss basic home repairs such as wallpapering, replacement of worn faucet washers, plumbing fixtures, etc. Do the same thing with small appliance repairs.

Investigate housing: what types are available, the costs involved, leases, mortgages, maintenance, and upkeep needed. Discuss advantages and disadvantages of installment buying and renting vs. owning.

Divide into groups and make up descriptions of families at different stages of the life cycle and with different life styles. Identify the type of living space needed.

Interview a young married couple or a single person. What did they look for in renting an apartment and what problems did they encounter when trying to find a place to live?

List things in a neighborhood that make it appealing to live there. As a group, develop a check list for evaluating a neighborhood.

Research the special housing needs of the elderly and handicapped. Find examples in the community.

Find ways of dealing with Alaskan problems in home maintenance - mildew, condensation, weather extremes, etc.

Have students draw and describe their concept of a house. Encourage them to include everything they think a house should provide, such as shelter, privacy, security, etc.

Investigate housing insurance - types, rates, advantages, and disadvantages. Compare services and costs of various companies providing the insurance.

Discuss in class various ecological/environmental issues related to Alaska. Form opinions regarding what should be done about these. Write letters to both State and U.S. Senators and Representatives telling them how the class feels and what they would like to see done on that particular issue.

Design a low-cost, do-it-yourself storage unit for a particular room in the house.

Choose a project for beautifying the outside of home. Examples: clean up litter, plant flowers, make a window box, paint steps, etc.

Have students write for consumer literature related to housing topics. Read and report in class.

Watch a house or building being built in the community. Record what is done at each stage. Evaluate the quality of construction.

Discuss consequences to the environment and quality of life of our "throw away" society.

*Using the given case studies, discuss the various factors that affect how much individuals or families can spend on housing.

Invite an official involved in city planning and zoning to discuss zoning and zoning districts; other regulations for use of land and street planning; location of schools, recreational, and church facilities; and regulations related to utilities and services. What building and housing codes are in effect in the community? What is the purpose of zoning? Why is it needed?

Develop a list of criteria for selecting and evaluating housing. Keep in mind the factors that influence housing needs and selection, as well as construction. How would students' choices be influenced by 1) human factors such as: style of life, stage in life cycle, values, goals and needs, skills, activities, and disabilities, and 2) environmental factors such as: amount and stability of income, mobility, safety, location, and services available.

Develop guidelines for judging mechanical (wiring, heating, and plumbing) features of a house.

Look up definitions of terms used in home financing: amortize, appraisal, assignment, closing costs, property tax, collateral, deed, interest, liquidate, mortgage, straight mortgage, second mortgage, abstract, principal, interest.

Research to find a list of items that might be included under closing costs. Ask a real estate agent or a lawyer to indicate approximate amounts under each item for both a buyer and a seller.

Compare commercial versus government-insured home financing as to availability, interest rates, building requirements, and advantages and disadvantages.

Research your community to determine what types of government assistance programs are available, such as F.H.A., public housing, subsidized housing, housing for the elderly, low-cost housing, mass produced housing, etc.

Foods/Nutrition

Invite a male teacher to demonstrate preparation of a favorite food item.

Have students do a survey of food preferences in the school cafeteria. As a variation, have them keep records of the types and amounts of food thrown away. Write up results in school paper.

*Have students prepare a one-skillet dinner from scratch. Refrigerate. Next day, prepare a tossed salad and reheat the casseroles. Compare the time of preparation, cost, and flavor to the packaged one-dish meals.

Using recycled food containers, have students make their own "TV dinners" and discuss the advantages in cost, use of leftovers, and ease of preparation.

Remove the ingredient lists from a variety of food packages. See how many foods students can identify from these clues. Use this to introduce a lesson on labeling.

Grow herb gardens in class room. Each student is responsible for one. Plan how to use herbs in food preparation labs.

Prepare microwave dishes. Discuss the time saving features for families where both parents work.

Using newspaper ads, hold a contest to see who can plan the lowest-cost, balanced meal.

Develop an assembly line project (such as making coffee cakes). Incorporate elements of time-motion principles, industrial techniques, and public relations into your classroom.

Use scientific experiments with foods to demonstrate various cooking principles.

Discuss advantages and disadvantages of various "time-saving" appliances - blenders, food processors, microwave ovens, toaster ovens, etc. Are they worth the extra cost and space they take up?

*Prepare "quick breakfasts" for people on the go - school, work, or play.

Plan a unit on camp cookery. Keeping in mind daily nutritional needs, energy requirements, and storage considerations, have students prepare a list of foods (ingredients for preparation or already packaged) to take. Decide what equipment will be needed to prepare the food.

Prepare a luncheon for parents (both mothers and fathers). Students share the responsibilities for planning the menu, sending out invitations, preparing the foods, and cleaning up.

Cover the principles of first aid and safety - kitchen fires, cuts, poisoning, etc. and how to handle emergencies.

Compile advertising slogans about food and evaluate. Examples: Coke adds life - As a woman you need 2½ times more iron than a man - Folger's coffee is the richest kind because it's mountain grown.

*Set up a mock restaurant in the classroom. Discuss appropriate dress and manners when eating in restaurants. Use study sheet Solve Menu Mysteries. Role play situations that might come up - i.e., food not prepared as requested, discourteous server, etc.

Simulate ordering groceries through the mail. Bring in catalogs and complete appropriate forms. Compare costs of ordering case lot versus single items. Compute costs including handling and freight charges. Compare costs and delivery time for various mail order companies.

*Bring an article of nutrition information to class. List the source of the article, date, and author. Discuss its credibility and research (if any) on which it was based. Evaluate the article using the checklist Is it Valid?

Discuss features to look for when purchasing both large and small appliances for the kitchen. Compare energy costs for various appliances.

Divide into groups and plan a 3 day menu for one of the following:

a) adolescent female, athlete
b) male, 15, student
c) male, middle aged, in an office job
d) small child, kindergarten ½ day
e) elderly female, retired

Present menus to whole class for evaluation.

Research the special food needs of persons taking part in specific sports. Consider: quick energy, staying power, weight loss or gain, digestibility, etc. Prepare a brochure or leaflet to be distributed to school athletes.

Role play a situation in which a new husband tries to persuade his wife, who is a junk food addict, to change her ways because of the children they plan to have in the future.

*Have a meal planning contest. Emphasize group work and cooperation as well as principles of meal planning.

Have a doctor, nurse, or dietician discuss what part nutrition plays in the differences in mortality rates for teenage mothers vs. mothers beyond their teen years. Find out how the pregnant teenager must alter her diet to provide for her own growth, as well as that of the fetus.

Plan a tasting party for first grade, kindergarten, head start, or nursery school children. Present a puppet show on good nutrition or plan some other way to influence the food habits of the children.

*Conduct a campaign for nutritious snacks.

Divide class into groups, each representing a nutrient. Each group is to determine expensive, moderate, and least expensive nutrient sources.

Choose one of your favorite food mixes and record the price. Record the prices of other brands, or sizes of mix for the same product. Add the costs of the ingredients that must be added to each of the mixes to the original prices. The totals will give you the costs of the finished products. Divide each sum by the total number of servings to determine the cost per person. How does the cost per person of each mix compare with the cost of the same food fully prepared at home or purchased ready-to-eat?

Demonstrate the importance of time in planning meals by planning the following: a meal requiring less than 30 minutes to prepare; a meal requiring more than 30 minutes, but less than an hour to prepare; and a meal requiring more than an hour to prepare. Include a brief time schedule with each meal plan. Compare your ideas with others in the class.

As a class, discuss how meals planned by various homemakers might vary: for instance, a young college student who cooks for himself in his own apartment, an elderly woman who lives alone, a couple who both work full-time, a couple in which the husband works full-time and the wife part-time, etc.

As a class, discuss guidelines in making out a shopping list (such as using resources, e.g., the newspaper ads, a pad kept handy in the kitchen for writing down foods needed, putting list in order found at the store, etc.)

*Prepare foods to take backpacking - granola, fruit leather, and beef jerky.

Consumer Education

Interview different aged individuals to discover what values each believes is important. Share findings with class. Compile a list of values for each age group. Note values consistent with all three groups.

As a class, collect pictures from a variety of products including necessities, luxuries, and nonsense items. Mark with approximate prices. Each student "spends" $50.00 (make commensurate with standard of living in particular community). Discuss what influenced each individual's decisions. How were these decisions related to their values and goals?

Brainstorm and list resources under major categories - money, knowledge/skills, time, energy, community, natural, etc.

Review the steps in the process of decision making. Apply this process to a real-life situation. Discuss not deciding as a form of decision-making. What is the most important step in decision-making. . .the most difficult?

Make a list of services family members perform, such as laundering clothes, mowing grass, preserving food, etc. Try to estimate the dollar value of these resources.

Examine sample budgets and record keeping forms. How might they need to be changed for individual family use?

Discuss the advantages, disadvantages, and alternatives to using credit for different purposes, such as education, furniture, vacation, medical bills, and clothing.

From newspaper and magazine case studies, describe some of the problems that beset a family too deeply in debt.

*Find out how much students know about legal rights. Complete Is it Legal?

Collect and compare credit applications from different sources, including a retail store, a bank, a consumer finance company, and a credit card company.

Study case situations involving use of credit, identifying sources and compare costs of credit.

Make a survey of the class to find out what credit cards each family uses. Discuss: What precautions should be taken in using these cards? What should you do when you receive unsolicited credit cards in the mail? What should you do if you lose a credit card? Are you responsible for purchases made by someone other than yourself?

Investigate what criteria is used to establish a person's credit rating. What happens when you can't pay your debts or file bankruptcy? What rights do you have regarding access to information in your credit file?

Make a list of do's and don'ts for using credit.

Write to banks and ask for "dummy" checks and other banking forms. Simulate writing checks, reconciling a bank statement, opening a savings/checking account, making deposits, withdrawing money, etc.

Investigate the difference between different types of lending institutions. Compare services, interest rates, minimum deposit requirements, etc.

Discuss motivivations for saving. How much should an individual or family save? How might saving goals differ throughout the life cycle?

Using case situations, practice analyzing needs for protection against major hazards and setting up some action priorities.

Consider the young family, beginning family, growing family, shrinking family, and retired couple. Discuss their insurance needs and how they might vary.

Obtain copies of life and health insurance policies and application forms. Make a list of terms which are unfamiliar and find definitions for each one.

Identify the different risks that are encountered in maintaining a residence (such as fire, theft, vandalism, personal injury, etc.).

Research the Social Security system.

Look at payroll deduction forms. Explain deduction and net pay calculations.

Develop charts or diagrams using hypothetical incomes and contributions showing the amount of money one would receive upon retirement under the Social Security retirement plan.

Investigate the various pension plans for retirement - IRA, TSA, Keogh, etc.

Invite a resource person to discuss estate planning. Have individual answer such questions as what happens to one's estate if there is no will? What are basic types of wills? What makes a will valid? Should wills be renewed? What should one do with their wills?

Make a list of consumer rights. What responsibilities go with each specific right?

Write to the President's Committee on Consumer Interests and request information on pending consumer legislation before Congress.

Research to find ways the following agencies help protect the consumer: FCC, FTC, FDA, USDA, Office of Consumer Affairs, Department of Justice.

Make a list of the advantages and disadvantages of advertising.

Define terms associated with advertising, such as informative advertising, bait and switch, rain check, deceptive schemes, etc.

Given a set of advertisements, identify the major appeals used and identify terms or phrases which actually give information as opposed to those which make emotional or misleading points.

Discuss the value of brand names. What is meant by brand name loyalty? What are generic brands - advantages and disadvantages?

Discuss impulse buying. How are stores set up to encourage impulse buying? When are people most likely to impulse buy?

What is meant by the "cooling off" law as it relates to door-to-door sales?

Investigate required information on labels (i.e., cosmetics, textile products, upholstered furniture, etc.).

Examine contracts, warranties and guarantees. Determine differences of each. Find legal responsibilities and obligations of the buyer and seller. What are state laws regarding voiding of contracts?

Report on issue of current concern to consumers, such as "Mailing of Unordered Merchandise." Consult consumer magazines and other resources.

Using case studies of consumer problems, decide how to handle each. What is the best way of handling a consumer complaint? What agencies can help if you get no satisfaction from company or store itself?

List common kinds of quackery (diets for reducing, health foods, preparations for curing ailments, etc.). Discuss pros and cons.

List the kinds of taxes most families pay (such as sales, property, and personal income tax). Identify services and protection.

Explore all possible sources of assistance to the consumer in your community. Identify the types of assistance offered through each.

Make a list of things to check when comparison shopping, such as packaging and price, overall quality, special features, guarantees or warranties, store's policies concerning refunds or exchanges, delivery charges, and installation charges.

Role play interviews between personnel in store and consumers in which consumer is registering a complaint or returning an article. Discuss the responsibilities of the consumer and of the merchant in event of a dissatisfied customer.

Arrange a panel discussion on citizens' responsibilities in caring for public property involving such individuals as Superintendent of Schools, City Manager, police, store or restaurant owner, landlord. Seek estimates on annual costs of vandalism.

Research how much money stores lose due to shoplifting. How do they cover this loss? What are they doing to prevent shoplifting?

Identify a consumer need in the community that merits action. Propose ways individuals or groups may be influential in bringing about a change that would benefit family health.

Observe different sizes and labels of canned goods. Discuss the following questions: What agencies are responsible for this information on the label? What information might you find on the label to help you select for persons: on a low salt diet...not able to eat sweetened food...serving a dinner for six people? Determine required and optional information on the label. Was an additive added? What function do they play in the food in which they are used?

As a class, identify national brands, house brands, and generic labeled products. If possible, compare quality. How does the price differ? Why? Discuss the best uses for each product line. Is name brand quality always worth the cost? Discuss.

Research to find information regarding open-dating. Find the meaning of terms such as pull date, quality assurance or freshness date, pack date, expiration date. What do these dates indicate to the shoppers? How does one know which date each supermarket uses? Where can the dates be found? Is open-dating required by law? Discuss.

Have students take an inventory of drugs in their home medicine cabinets. Can they tell by the label how old the drugs are? Are they packaged in safety-lock containers? Should some be discarded? Why? Can you tell for whom they were purchased? Share findings with class members.

Have a druggist speak on the comparative value of the generic drugs vs. the brand name drugs. Are different side effects possible? Discuss.

Develop a list of community health services available to all families such as alcohol and drug-related services, family planning, mental health, prenatal care. Research information about each and discuss.

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APPENDIX

AT THE TOY STORE

DIRECTIONS

Assume that you have unlimited resources, and assume that you are not concerned about "spoiling" a child. Check, on the list below, any of the toys that you would (or have) bought for a son or daughter during the period between 0 and 18 years of age. Please check first, whether you are "shopping" for a son or a daughter.

BOY _____

___Chatty Kathy
___Erector Set
___Sewing Machine (Toy)
___Drums
___Plastic Tool Kit
___Nurse's Kit
___Bride Doll
___Lego's
___Evil Knievel Doll
___Easy Bake Oven
___Stuffed Lion
___Barbie Doll
___Microscope
___Electric Helicopter
___Dart Game
___Jig Saw Puzzle
___Lincoln Logs
___Tether Ball
___GI Joe
___Toy Iron & Board
___Paramedic Kit
___Tinker Toys
___Holly Hobby
___Table & Chairs Set (Child Size)
___Doll House
___Magic Set
___Frisbee
___Jami Summers Doll
___Recorder (Musical Instrument)
___Model Car Kit
___Raggedy Ann Doll
___Kite
___Pin Ball Machine
___Toy Typewriter
___Doctor's Kit
___Embroidery Kit
___Soccer Ball
___Tennis Racket
___Jump Rope
___Mini-Bike
___Nancy Drew Mysteries
___Tonka Truck
___Make-up Kit
___Puka Choker
___Skate Board
___Raggedy Andy
___Stuffed Kitten

GIRL _____

___Doll Buggy
___Red Wagon
___Football
___Big Bird Puppet
___Marbles
___"Free to be you and me" Record
___Air Rifle
___Snow Cone Kit
___Finger Paints
___Set of Dishes
___Train
___Fishing Pole
___Scrabble
___Jacks
___Hockey Game
___Farah Fawcett Majors Poster
___Hardy Boys Mysteries
___Jump Rope
___Blocks
___Chemistry Set
___Skates
___Basketball
___Macrame Kit
___Hot Wheels
___David Bowie Poster
___My Friend Flicka Book
___Wood Burning Set
___Sorry Game
___Back Pack Equipment
___Snoopy Stuffed Animal
___Boxing Gloves
___Fire Engine
___Harmonica
___Model Airplane Kit
___Toy Rake & Shovel
___Ken Doll
___Kazoo
___Baby Tender Love
___Baseball & Bat
___Electric Train
___Toy Broom & Dustpan
___Play Dough
___Model Airplane Kit
___Baseball & Bat
___Needle Point Materials
___Painting Kit
___Pogo Stick

*Source: Arizona Dept. of Education, S.T.E.R.E.O. - A Handbook to Assist in Overcoming Sex Bias and Sex Stereotyping in Vocational Education, 1978.

NONTRADITIONAL SITUATIONS*

MEN'S STATEMENTS:

Yesterday I got on the bus carrying several awkward packages, only to find no vacant seats. However, a young woman got up and gave me her seat.

The coach informed the basketball team yesterday that we would have to start sharing our practice hours in the gym with the women's team. That means several days a week we have to practice from 6:00 a.m. to 8:00 a.m.

My sister and brother-in-law gave my three-year-old nephew a baby doll for his birthday.

I have decided that I need to learn how to sew, and I've always wanted to be able to cook more than hot dogs and hamburgers, so I am taking home ec next semester.

I was surprised to walk into metal shop the other day and see that our student teacher was a woman.

The other day when my father and I were watching an emotionally touching movie, I glanced over and saw a tear running down his cheek.

WOMEN'S STATEMENTS:

A family I babysit for has an unusual lifestyle; the wife has a full-time job and the husband takes care of the house and children.

I have a friend who is planning on taking over her father's fuel oil business when she graduates, and she eventually wants to buy his gas station.

My brother has decided that preschool children do not have enough interaction with men, so he is starting a male-operated day care center.

In order to attend college, obtain financial aid, and have a secure and exciting future, I have decided to enlist in the ROTC (Reserve Officer Training Corps) program. However, I have heard that women may have to fulfill their obligation in combat areas, just as men do.

I have a friend who has decided that there are so many things she wants to do and so many places she wants to visit, that she does not plan on marrying before the age of 30, if she decides to marry at all.

This morning my car broke down. As I was working on it, some friends drove by and honked. When I saw one of these friends between classes, I asked him why they didn't stop. He replied that I looked like I knew what I was doing and that they only liked to help "damsels in distress."

*Source: Liggett, Romero and Schmeling, The Whole Person Book: Toward Self-Discovery and Life Options, Women's Educational Equity Act Program, 1979, pp. 157.

Television and the Real World

As a TV investigator, you will watch different shows for the next two days. Try to see as many different types of shows as possible. Name each show you see and try to fill in as much of the following chart as possible.

Characters in the Show	**Men**	**Women**	**Girls**	**Boys**
Names of Leading Characters				
Clothes and Physical Appearance				
Feelings and Emotions				
Actions				

Commercials: Name of Product _____

	Men	**Women**	**Girls**	**Boys**
Number				
In Action				
Background Voice				

Now think about what TV tells us about male and female roles.

Describe:

The "Average" TV Woman

_____

_____

_____

The "Average" TV Man

_____

_____

_____

How much of these descriptions do you feel are real or unreal? Are people you know in real life like those you see on TV?

_____

_____

Form adapted from Resource Center on Sex Roles in Education.

ROLE PERCEPTIONS*

	Agree	Disagree	No Opinion
1. I think that a woman's place should be in the home.	_____	_____	_____
2. It's OK for a girl to play on a male team if she's a good athlete.	_____	_____	_____
3. Men should make the important decisions because men think, while women act on their emotions.	_____	_____	_____
4. Husbands and wives should share equally in housework and child care.	_____	_____	_____
5. I hope to get married when I'm older.	_____	_____	_____
6. Women shouldn't want to change things because they have the best deal now.	_____	_____	_____
7. There's a lot of sex role stereotyping in my family.	_____	_____	_____
8. I don't want to have children when I'm older.	_____	_____	_____
9. Women who want to work outside their homes really want to be men, and they'll never be satisfied.	_____	_____	_____
10. It's OK for a woman to be assertive.	_____	_____	_____
11. Males and females are created different and are meant to act in very different ways.	_____	_____	_____
12. Cooking and sewing are exclusively woman's work.	_____	_____	_____
13. It's OK for a boy to cry.	_____	_____	_____
14. It's OK for a man to cry.	_____	_____	_____

	Agree	Disagree	No Opinion
15. A woman shouldn't take a job that pays more than her husband's job.	_____	_____	_____
16. It's important to me that a man acts like a "real man" and woman acts like a "real woman."	_____	_____	_____
17. A woman should not compete with a man because this damages his ego.	_____	_____	_____
18. Sometimes I feel like doing something that a person of my sex "isn't suppose to do."	_____	_____	_____
19. I get mad when people tell me that what I want to do isn't "right" for a person of my sex.	_____	_____	_____

*Source: Feminists Northwest, Planning for Free Lives - Curriculum Materials for Combatting Sex Stereotyping in Home Economics, Family Living, and Career Awareness Courses, 1975, p. 6.

"X: A FABULOUS CHILD'S STORY"*

By Louis Gould

Once upon a time, a baby named X was born. This baby was named X so that nobody could tell whether it was a boy or a girl. Its parents could tell, of course, but they couldn't tell anybody else. They couldn't even tell Baby X, at first.

You see, it was all part of a very important Secret Scientific Xperiment, known officially as Project Baby X. The smartest scientists had set up this Xperiment at a cost of exactly 23 billion dollars and 72 cents, which might seem like a lot for just one baby, even a very important Xperimental baby. But when you remember the prices of things like strained carrots and stuffed bunnies, and popcorn for the movies and booster shots for camp, let alone 20 shiny quarters from the tooth fairy, you begin to see how it adds up.

Also, long before Baby X was born, all those scientists had to be paid to work out the details of the Xperiment, and to write the *Official Instruction Manual* for Baby X's parents and, most important of all, to find the right set of parents to bring up Baby X. These parents had to be selected very carefully. Thousands of volunteers had to take thousands of tests and answer thousands of tricky questions. Almost everybody failed because, it turned out, almost everybody was afraid that a Baby X would be a lot more trouble than a boy or a girl. (They were probably right, the scientists admitted, but Baby X needed parents who wouldn't mind the Xtra trouble.)

There were families with grandparents named Milton and Agatha, who didn't see why the baby couldn't be named Milton or Agatha instead of X, even if it was an X. There were families with aunts who insisted on knitting tiny dresses and uncles who insisted on sending tiny baseball mitts. Worst of all, there were families that already had other children who couldn't be trusted to keep the secret. Certainly not if they knew the secret was worth 23 billion dollars and 72 cents - and all you had to do was take one little peek at Baby X in the bathtub to know if it was a boy or a girl.

But, finally, the scientists found the Joneses, who really wanted to raise an X more than any other kind of baby - no matter how much trouble it would be. Ms. and Mr. Jones had to promise they would take equal turns caring for X, and feeding it, and singing it lullabies. And they had to promise never to hire any baby-sitters. The government scientists knew perfectly well that a babysitter would probably peek at X in the bathtub, too.

The day the Joneses brought their baby home, lots of friends and relatives came over to see it. None of them knew about the secret Xperiment, though. So the first thing they asked was what kind of a baby X was. When the Joneses smiled and said, "It's an X!"

nobody knew what to say. They couldn't say, "Look at her cute little dimples!" And they couldn't say, "Look as his husky little biceps!" And they couldn't even say just plain "kitchy-coo." In fact, they all thought the Joneses were playing some kind of rude joke.

But, of course, the Joneses were not joking. "It's an X" was absolutely all they would say. And that made the friends and relatives very angry. The relatives all felt embarrassed about having an X in the family. "People will think there's something wrong with it!" some of them whispered. "There is something wrong with it!" others whispered back.

"Nonsense!" the Joneses told them all cheerfully. "What could possibly be wrong with this perfectly adorable X?"

Nobody could answer that, except Baby X, who had just finished its bottle. Baby X's answer was a loud, satisfied burp.

Clearly, nothing at all was wrong. Nevertheless, none of the relatives felt comfortable about buying a present for a Baby X. The cousins who sent the baby a tiny football helmet would not come and visit any more. And the neighbors who sent a pink-flowered romper suit pulled their shades down when the Joneses passed their house.

The *Official Instruction Manual* had warned the new parents that this would happen, so they didn't fret about it. Besides, they were too busy with Baby X and the hundreds of different Xercises for treating it properly.

Ms. and Mr. Jones had to be Xtra careful about how they played with little X. They knew that if they kept bouncing it up in the air and saying how strong and active it was, they'd be treating it more like a boy than an X. But if all they did was cuddle it and kiss it and tell it how sweet and dainty it was, they'd be treating it more like a girl than an X.

On page 1,654 of the *Official Instruction Manual*, the scientists prescribed: "plenty of bouncing and plenty of cuddling, both. X ought to be strong and sweet and active. Forget about dainty altogether."

Meanwhile, the Joneses were worrying about other problems. Toys, for instance. And clothes. On his first shopping trip, Mr. Jones told the store clerk, "I need some clothes and toys for my new baby." The clerk smiled and said, "Well, now, is it a boy or a girl?" "It's an X," Mr. Jones said, smiling back. But the clerk got all red in the face and said huffily, "In that case, I'm afraid I can't help you, sir." So Mr. Jones wandered helplessly up and down the aisles trying to find what X needed. But everything in the store was piled up in sections marked "Boys" or "Girls."

There were "Boys' Pajamas" and "Cirls' Underwear" and "Boys' Fire Engines" and "Girls' Housekeeping Set." Mr. Jones went home without buying anything for X. That night he and Ms. Jones consulted page 2,326 of the *Official Instruction Manual*. "Buy plenty of everything!" it said firmly.

So they bought plenty of sturdy blue pajamas in the Boys' Department and cheerful flowered underwear in the Girls' Department. And they bought all kinds of toys. A boy doll that made pee-pee and cried, "Pa-pa." And a girl doll that talked in three languages and said, "I am the Pres-i-dent of Gen-er-al Mo-tors." They also bought a storybook about a brave princess who rescued a handsome prince from his ivory tower, and another one about a sister and brother who grew up to be a baseball star and a ballet star, and you had to guess which was which.

The head scientists of Project Baby X checked all their purchases and told them to keep up the good work. They also reminded the Joneses to see page 4,629 of the *Manual*, where it said, "Never make Baby X feel embarrassed or ashamed about what it wants to play with. And if X gets dirty climbing rocks, never say, 'Nice little Xes don't get dirty climbing rocks.'"

Likewise, it said, "If X falls down and cries, never say 'Brave little Xes don't cry.' Because, of course, nice little Xes do get dirty, and brave little Xes do cry. No matter how dirty X gets or how hard it cries, don't worry. It's all part of the Xperiment."

Whenever the Joneses pushed Baby X's stroller in the park, smiling strangers would come over and coo: "Is that a boy or a girl?" The Joneses would smile back and say, "It's an X." The strangers would stop smiling then, and often snarl something nasty - as if the Joneses had snarled at them.

By the time X grew big enough to play with other children, the Joneses' troubles had grown bigger, too. Once a little girl grabbed X's shovel in the sandbox, and zonked X on the head with it. "Now, now, Tracy," the little girl's mother began to scold, "Little girls mustn't hit little. . ." and she turned to ask X "Are you a little boy or a little girl, dear?"

Mr. Jones, who was sitting near the sandbox, held his breath and crossed his fingers.

X smiled politely at the lady, even though X's head had never been zonked so hard in its life. "I'm a little X," X replied.

"You're a what?" the lady exclaimed angrily. "You're a little b-r-a-t, you mean!"

"But little girls mustn't hit little Xes, either!" said X, retrieving the shovel with another polite smile. "What good does hitting do, anyway?"

X's father, who was still holding his breath, finally let it out, uncrossed his fingers, and grinned back at X.

And at their next secret Project Baby X meeting, the scientists grinned, too. Baby X was doing find.

THE END

*Source: Ms. Magazine, December, 1972, pp. 74-76. Taken from Arizona Department of Education, S.T.E.R.E.O. - A Handbook to Assist in Overcoming Sex Bias and Sex Stereotyping in Vocational Education, 1978, pp. 43-95.

ROLES OF MEN AND WOMEN

1. If a couple could only afford to send one child to graduate school, should they send their daughter or their son? Why?

2. Between a husband and wife, or a sister and brother of the same age, who should do the:

    a. cleaning? Why?
    b. laundry? Why?
    c. dishwashing? Why?
    d. gardening? Why?
    e. child caring? Why?
    f. cooking? Why?
    g. work outside the home? Why?

3. Between a boy and a girl of dating age, who should:

    a. invite the other out? Why?
    b. take the initiative concerning affection? Why?
    c. propose going steady, getting engaged, or married? Why?

4. Should men or women have more opportunity for salary, promotion, and creative job opportunity? In which careers? Why?

5. Are there some jobs you definitely associate with men and others with women? Why? Who would be a:

    a. bricklayer?
    b. nursery school teacher?
    c. lawyer?
    d. home economist?
    e. sewing school teacher?

6. Supposing John and Mary Smith were thinking that she is to be the principal wage earner in their family, and he is to be the principal home manager and child caretaker. If you were asked your opinion about it, what would you need to know to help them think it through? Why? What would be your opinion about the decision?

7. If a woman is married and pursuing a career, whose responsibility is it to care for the house? Why?

8. Do men and women find self-fulfillment in different ways (job, child rearing, leisure, etc.)? Why?

9. Are your closest friends of the same sex? Why?

10. When you were younger, were your closest friends of the same sex? Why?

11. If a girl is very bright, is it necessary for her to play down her brightness in order to date successfully? Why?

12. Is it more permissible for a girl or woman to cry than it is for a boy or a man? Why?

13. Is it more permissible for a boy or man to fight than a girl or woman? Why?

14. Is it more permissible for a boy or man to be independent than it is for a girl or woman? Why?

15. Is it more permissible for a boy or man to be ambitious than it is for a girl or woman? Why?

16. Is it more permissible for a girl or woman to be frightened than it is for a boy or a man? Why?

17. Is it more permissible for a boy or man to act on the basis of logic, reason, and the facts, and for a girl to act on the basis of feelings and emotions? Why?

18. Are your attitudes about male and female roles the same as your parents were? Different? Why?

What I Would Value Most in Selecting a Mate*

Directions: Indicate order of preference. One is most preferred, two is second in preference, etc.

_____a. Good health

_____b. Sexually responsive

_____c. Good housekeeper

_____d. Imaginative cook

_____e. Virginity

_____f. Desire for children

_____g. Warm and affectionate

_____h. Good looks

_____i. Same religion

_____j. Good education

_____k. Fair, willing to share unpleasant tasks

_____l. Ambitious

_____m. Social

_____n. Same race

_____o. Popular with own sex

_____p. Popular with opposite sex

_____q. Liked by my parents

_____r. Liked by my friends

_____s. Good sense of humor

_____t. Good speech

_____u. Well-off financially

_____v. Sports-minded

_____w. Fond of reading

_____x. Artistic talents

_____y. other _____

*Source: Somerville, Rose, *Introduction to Family Life and Sex Education*, Prentice-Hall, 1972, pp. 249.

FOR GIRLS ONLY*

DIRECTIONS FOR PARTICIPANTS: Check the answers which fit for you.

Because I'm a girl, I would not:

____smoke a pipe or cigar
____wear curlers in front of a boy
____let a boy wash dishes for me
____pay for a boy on a date
____dress like a man in a play
____wear a necktie
____pick up something a boy dropped
____beat a boy at some sport
____try to join a boy's club or team
____take shop in school
____curse in front of a boy
____talk about sex in front of a boy
____hit a boy
____kiss a boy before he kisses me
____phone a boy just to talk
____ask a boy out on a date
____go to a dance without a date
Other things I would not do:_____

I would be upset if my boyfriend:

____didn't care much about his looks
____spent a lot of time on his looks
____wore cologne or dyed his hair
____cried in front of me
____liked to sew or knit
____could cook better than I
____wasn't good at sports
____was physically weaker than I
____was shorter than I
____got better grades than I
____had more education than I
____had a lot more money than I
____asked me to pay my way on dates
____took home economics in school
____didn't open doors for me
____didn't help me carry packages
____cursed in front of me
____made most of our decisions
____depended on me to make most decisions
Others:_____

*Source: *Arizona Department of Education, S.T.E.R.E.O. - A Handbook to Assist in Overcoming Sex Bias and Sex Stereotyping in Vocational Education*, 1978, pp. 31

FOR BOYS ONLY*

DIRECTIONS FOR PARTICIPANTS: Check the answers which fit for you.

Because I'm a boy, I would not:

____cook for a girl
____knit
____wash dishes for a girl
____ask a girl to pay her way on a date
____let a girl pay for me on a date
____wear a dress in a play
____use hairspray
____wear a wig
____cry
____cry in front of a girl
____take home economics in school
____curse in front of a girl
____talk about sex in front of a girl
____hit a girl
____kiss my father
____carry a girl's pocketbook for her
____wear beads or other jewelry
____let a girl carry a heavy package
Other things I would not do:_____

I would be upset if my girlfriend:

____didn't care much about her looks
____spent a lot of time on her looks
____didn't wear any makeup
____wore curlers in front of me
____couldn't cook
____could beat me at some sport
____was better at building things than I
____was physically stronger than I
____was taller than I
____got better grades than I
____paid her way on dates
____had a lot more money than I
____sometimes paid for me on dates
____smoked a pipe or cigar
____cursed in front of me
____phoned me more than I phoned her
____made most of our decisions
____depended on me to make most decisions
Others:_____

*Source: Arizona Department of Education. S.T.E.R.E.O. - A Handbook to Assist in Overcoming Sex Bias and Sex Stereotyping in Vocational Education, 1978, pp. 32.

CASE SITUATIONS*

1) Jack and Ann Adams have saved enough for a down payment on a house. When they apply for a mortgage, they are dismayed to be told that only Jack's income will be considered on their application, even though Ann's income is substantial. "That's always been our policy," the loan officer explains. "We never know when the woman will become pregnant and lose her job." Jack replies. . .

2) Bob, a high school junior, is talking with a counselor about becoming a nursery school teacher. He has become quite enthused about working with children during his volunteer work at a local day care center. The counselor asks, "Do you think that's a job for a man? I suppose you could go talk to the home economics teacher if you really want." Bob appears at your door. . .

3) Mrs. Andrews is 52, recently widowed. Her two children are grown and live in distant cities. After she pays for the funeral, she realizes that her insurance money will not cover her living expenses. She confidently applies to Social Security, only to learn that as she has no minor children, she will not be eligible for widow's benefits until age 60. Rather reluctantly, she begins searching for a job, but when potential employers discover that her last job was in a department store right after she finished high school, they reply, "We'll call you if anything turns up." Near panic, Mrs. Andrews wonders, "But what will I do for eight years until my Social Security comes?"

4) Ellen reports to the police that her husband has beaten her for the third time this week, but the police discourage her from pressing charges. If the case goes to court, it will probably go to Family Court, where, in many states, the husband has a right to legal counsel but the complaining wife has no comparable rights. The legal penalties to a husband who assaults his wife are far less than they would be if he had assaulted a stranger. Ellen thinks. . .

5) Susie, Jane, and Mark are playing ball. Suddenly, Mark calls, "Hey, it's almost lunch time. I have to go set the table." Susie replies, "I wish my brothers would help around our house. My dad says that's women's work, so Jane and I are stuck with it all." Mark explains, "At our house, my mother and dad both have jobs, so we all decided how we were going to help at home. Mostly, it's not so bad - I hate picking up my room, but it's fun to cook. I guess we all do some things we like and some we don't."

6) Both widowed, Mrs. Blue and Mr. Land have come to love each other. They would like to get married, but know that they could not afford to live without Mrs. Blue's widow's Social Security, which she will lose if she remarries. All their values dictate against living together without marriage, but. . .

7) Linda finds her work as advertising manager of a television station challenging and financially quite rewarding. When she is told that she must have a man - husband, father, or son - co-sign

the note for her new car, she replies, "That's humiliating, unfair - and illegal!"

8) Sue and Carl are struggling through a contested divorce. Carl maintains that he is better equipped financially, emotionally, and in other ways to care for their children than Sue is. Although Sue does not want the responsibility of the children, she doesn't want Carl to have them, and insists, "The court always awards children to their mother because a father can't take care of them as well as the mother." Carl responds. . .

9) Alice, an administrative assistant in a large corporation, has responsibilities exactly comparable to Allen's (in the same company), but he is called an "Administrative Officer" and earns $5000 a year more than she does. When she learns of this discrepancy, she decides. . .

10) Mr. Fowler, 60, was forced to retire when his company relocated last month. Although his wife is no longer living, he found that unlike a widow of the same age, he was ineligible for a widower's Social Security benefit because his wife's job had not supplied half the family income. He concludes, "There ought to be a law. . ."

*Source: Dow, Ruth McNabb, Changing Societal Roles and Teaching, Home Economics Education Association, 1976, pp. 5-6.

"I'm not using ANY laundry soap. I service the machines."

color me happy...

when we flip for the evening dishes...

"My mother goes to work and my father takes care of the house. At the moment they're both at the hospital. One of them is having a baby."

"No, the lady of the house isn't home. she's at the office running her corporation!"

Project MOVE Lorraine Barron

LOOK AT YOURSELF AS OTHERS SEE YOU*

Stand in front of a mirror and take a good look at yourself. Try to separate yourself from the person in the mirror, and look at the image as if you are just meeting yourself. How many +'s do you rate?

+'s for Everybody

____Hair is clean and combed.

____Hair is well shaped.

____Face is clean and fresh looking.

____Teeth are white and flossed.

____Teeth are free of food particles.

____Hands and nails are clean.

____Nails are well-shaped.

____Feet and toenails are clean.

____Toenails are cut straight across.

____Underarms are dry.

____Underarms have been applied with deodorant or anti-perspirant.

-'s for Everybody

____Hair is dirty, greasy, or stringy.

____Hair is poorly shaped.

____Hair is limp and dull.

____Skin is oily looking.

____Skin is dry and scaly.

____Skin is badly broken out.

____Teeth are yellowed or stained.

____Teeth have untreated cavities.

____Food particles are stuck in teeth.

____Nails are dirty or bitten.

____Fingers have hangnails.

____Feet or toenails are dirty.

____Underarms are wet.

____Underarms have perspiration odor.

*Source: *Forecast for Home Economics.*

STAIN SLEUTH*
by Margaret Westin

TEACHING OBJECTIVE: To practice applying basic knowledge of stain removal techniques to specific stain situations. This game provides an excellent format for reviewing stain removal techniques. Since it is best played by a small number of students, plan to make several game sets. If questions arise during play, refer to *Textile Handbook* published by the American Home Economics Association.

NUMBER OF PLAYERS: 2 to 6

GAME MATERIALS:

Special Stain Cards - You will need approximately 48 special stain cards. Each card should be 1 1/2 x 1 1/2 inches. Use a ditto master with sixteen 1 1/2 x 1 1/2 inch squares ruled on it. Run off three copies on manila cards. Cut into individual cards. The following stains should be used:

blood	ball point pen ink	fruit juice
grease/tar	milk	mildew
paint	chewing gum	nail polish
grass	lipstick	perspiration
candle wax	rust	
scorch	coffee	

CLUE CARDS - One for each player. Using a ditto master, rule it into sixteen 2 x 2 inch squares. Fill in each square with one of the following stain solutions:

cold water	hot water poured from 12" height	warm water
detergent	ammonia and water	baking soda and water
ice cube	nail polish remover	detergent
warm water	bleach	cold water
dull knife	lemon juice and salt	acetone
cleaning fluid		

HOW TO PLAY:

The object of the game is to match a stain card to an appropriate stain remover on the clue card. Each player receives one clue card. The stain cards should be placed face down in the center of the table. Each player, in his turn, picks one stain card from the pile. He then places it, face down, on the square on the clue card that states an appropriate stain removal technique. If the player draws a stain card which he cannot use, he forfeits his turn and places the stain card on a discard pile. Play continues until one player has filled in four consecutive spaces on the clue card in either a horizontal, vertical, or diagonal direction, whereupon the player calls out "All Clean." The teacher checks the answers for correctness. Correct "match-ups" are allowed to remain on the players clue card.

Incorrectly placed stain cards are returned to the discard pile. If all of the player's match-ups are correct, he or she is declared the winner or "first-out." Play may continue until all players are "out" if time permits.

*Source: Forecast for Home Economics, December 1974, pp. 34.

GOING. . . GOING. . .GONE EXPERIMENT*

Purpose of the experiment is to compare ordinary household cleaners with commercial products in removing stains from fabrics.

Equipment needed:

Dry cleaning fluid (K2r)	liquid detergent
bleach	enzyme presoak
commercial spot removers	white towel

Note: Use a different commercial cleaner for each kitchen so the students can compare brands: Spray and Wash, Shout, Grease Relief, etc.

Directions:

1. Each kitchen group cuts six strips of the same fabric, 1" x 7 1/2".
2. With a pencil divide each strip into 6 parts, marking divisions with a pencil line.
3. Stain each block of the strip in the order below:

ballpoint pen	oil
mustard	catsup
chocolate	mystery

4. Treat each strip with a technique:

   Wet (Detergent and water)
   Dry (K2r or dry cleaning fluid)
   Commercial next day
   Enzyme presoak

5. Attach one strip of stained fabric untreated to the bottom of your worksheet in square labeled control slip.
6. When completed, attach each dry strip to the appropriate place on the worksheet.
7. Observe and record results using the following as a guide:

Good:	All visible stain g - o - n - e!!
Fair:	Stain somewhat visible but faded.
Poor:	Little or no change to the stain.

Evaluation:

Using your worksheet as a basis for your decision, which technique do you feel produced the best results? Which was the easiest to use? Which one took the least amount of time? Do you think if you used a different kind of fabric you would get the same results? Give reasons to support your answers.

*Source: Crow, M. E. and Rogers, S. M., Here's Help - A Handbook of Teaching Strategies, Home Economics Consultants, pp. 109.

GOING. . .GOING. . .GONE

TECHNIQUES	BALLPOINT PEN	MUSTARD	CHOCOLATE	OIL	CATSUP	MYSTERY	RESULTS
WET TECHNIQUE immediately							
DRY TECHNIQUE immediately							
COMMERCIAL immediately							
COMMERCIAL next day							
ENZYME PRESOAK							
CONTROL STRIP							

TEXTILES
SIMPLE FABRIC/FIBER TESTS

1) Flame or Burning Test -

Purpose: To determine flamability of fiber.

Procedure: Hold one of your fiber squares with tweezers and use lighted candle to ignite fiber. Hold fiber in flame only until ignited. Then observe behavior of fiber. Describe its burning, smell, and ash remains on lab report. Tape square to report and label. Burning.

2) Chlorine Test -

Purpose: To determine if fiber is damaged by use of chlorine bleach in laundering.

Procedure: Place one of your fiber squares in custard cup of chlorine bleach. Let it stand for 10 minutes and remove. Record reaction, if any, on lab report. Tape square to report and label Chlorine.

3) Wrinkle Resistance Test -

Purpose: To determine if fabric is resistant to wrinkles.

Procedure: Wrinkle up one of your fiber squares in one hand for one minute. Note wrinkles and creases remaining in fabric as "many", "few", or "none" on lab report. Save square for test #4.

4) Iron Temperature Test -

Purpose: To see what temperature the fiber will stand without scorching, sticking, or disintegrating.

Procedure: Using a dry iron, gradually increase temperatur- setting until wrinkles from #3 come out looking well-pressed. Be careful about scorching or disintegration. Slowly use only the tip of the iron until you're sure it won't melt or stick to the iron. Report temperature setting on lab report. Tape square to report and lable Wrinkle and Iron.

5) Raveling Test -

Purpose: To determine the qualities of the fiber for sewing.

Procedure: Using test square that will also be used for #6, pull a thread and examine its raveling. Record results on report and proceed with #6 test - - washing.

6) Washability -

Purpose: To determine the washability of fibers without shrinkage.

Procedure: Using test square from #5, put square in washer "mini-wash" basket. Wash them with detergent, dry them, and record results. Make sure square is 1 x 1 inch square so it can be measured for shrinkage. Tape square to report and label Washing and Raveling.

7) Weave Test -

Purpose: To determine type of weave.

Procedure: Examine under magnifying glass the warp and filling yarns. Determine the weave of the fibers and record it on the lab report.

Individual supplies needed for each student:

4 squares of fabric
lab report sheets
tape

Supplies at experimental tables:

#1 - candle, matches, tweezers
#2 - custard cup, bleach, tweezers
#3 - none
#4 - iron and board
#5 - none
#6 - washer, detergent
#7 - magnifying glass

THE VALUE OF HOUSEWORK

$ FOR LOVE OR MONEY? $

This may sound like a want ad from the *Dark Age Daily Mail*, but, in fact, it is a fairly accurate description of the job currently held by about 30 million American women; women usually classified as "nonworking," "married, not in the labor force," or simply "housewife." All together, these women outnumber the country's blue-collar workers. According to economists at the Chase Manhattan Bank, housewives are doing gratis work worth at least $257.53 a week on the current labor market, and they are performing a dozen or so tasks, any one of which, outside the home, would be an independent profession with its own salary. (See chart.)

Help Wanted

REQUIREMENTS: Intelligence, good health, energy, patience, sociability, skills in at least 12 different occupations. HOURS: 99.6 per week. SALARY: None. HOLIDAYS: None. (will be required to remain on stand-by 24 hours a day, seven days a week) OPPORTUNITIES FOR ADVANCEMENT: None. (limited transferability of skills acquired on the job) JOB SECURITY: None. (trend is toward more layoffs, particularly as employee approaches middle age. Severance pay will depend on the discretion of the employer) FRINGE BENEFITS: Food, clothing, and shelter generally provided, but any additional bonuses will depend on financial standing and good nature of the employer. No health, medical, or accident insurance. No Social Security or pension plan.

Chase's calculations don't even include some of the most important tasks performed by women who work at home. Aside from their daily "jobs," they act as teachers for their children and as hostesses and frequently secretaries for their husbands. And tying all these roles together, balancing time and allocating energies, is a managerial skill that, according to one economist, is equivalent to the functions performed by an independent entrepreneur of a small fairly complex business.

In fact, if the job weren't considered "woman's work," there is little doubt that its challenges, its variety, and its flexibility would appeal to many men. For many individuals, these rewards more than outweigh the long hours —sometimes 13 to 14 hours per day—and the hard, often routine work. But what man would want a position that guarantees no independent income, no Social Security, not even a living wage? And worse, which has, in this male-dominated culture, in spite of all propaganda to the contrary, almost no status at all?

For the truth is, although the housewife may take justifiable pride in the home she works so hard to maintain, housework is not viewed as dignified or respected employment. The housewife is the subject of endless jokes and social put-downs, she is patronized, condescended to, and considered unemployed. All too often, the woman who has chosen to be a housewife and stays home with her children is looked upon as lazy, untalented, or someone who "doesn't really work."

If you doubt the validity of such definitions, look at the current edition of Funk & Wagnalls. A "housewife," the dictionary proclaims, is one "who does not work for a living." How many men—and women themselves—fall into that mental trap? "My wife doesn't work," the businessman tells his friends. "Are you working, or are you a housewife?" the traffic cop asks the woman he stops for speeding. "I'm not working. I'm just a housewife," murmur countless women in reply to an occupational question. One woman became so accustomed to denigrating her daily toil that, when asked "What do you do?," she found herself answering, "My husband's an engineer."

It may be that, lurking beneath all these insults, is the primeval image of the Woman Reclining—the lazy, blowsy and drowsy female of fantasy, amusing herself with her chocolates and her cats until the master returns at day's end. Or maybe it is just the depressingly tenacious prejudice, described by sociologist Helen Lopata, that "women and the lower classes cannot be trusted to use leisure well." But whatever its source, the widespread denial of the housewife's contributions to the household and the economy is especially ironic, since, historically, all major economic transactions have taken place within the home.

*Source: Ms. Magazine, July 1972. Taken from Toward Equality, Dallas Independent School District.

By Ann Crittenden Scott

The very word economy is derived from the Greek word *oikonomia*, which means "management of a household or a family." Construction, agriculture, insurance, education, manufacturing, services, entertainment—all were originally carried on within the tribe or extended family, and largely by women. Even today, although the greater part of production has moved outside the home, the wife is still largely responsible for the most important of its traditional tasks: raising the children, feeding the family, and maintaining the living quarters.

Yet not a bit of this activity is registered as part of the nation's output of goods and services. The labor of the man who sells soap is included in the Gross National Product, but not that of the woman who uses it. When a taxi driver takes a traveler to the airport, it's a gain in the national accounts, when his wife drives him, it's no sale.

Some economists maintain that housewives' services are excluded from the GNP because it is impossible to impute a value to them, but a number of other nonmarket items are figured into the accounts—the value of agricultural commodities produced and consumed by a family, for instance, or the value of owner-occupied dwellings. Although it might not be easy to set a price for unpaid housework, it would surely be within the capability of interested economists. And it might help correct the impression that those 30 million Americans are living off the fat of the land.

According to Gardner Ackley, Chairman of the President's Council of Economic Advisers under President Johnson, the "failure to recognize the value of these productive services is a source of serious bias in the national product." Under the existing method of accounting, for example, every time a woman leaves home to take a job, the move is counted as an addition to the GNP, instead of simply a shift in the type of work being done. Since more women have been entering the job market in recent years, this makes the GNP look as though it is growing faster than it really is. Conversely, by leaving housework out of the GNP, economists have vastly underestimated the total amount of productive work being done. By one calculation, housewives' services probably amount to about one-fourth of the current level of GNP, or $250 billion—and that's not even counting all the unpaid volunteer work that women perform for hospitals, charities, political candidates, and other worthy causes.

Almost 20 years ago a sociologist named Theodore Caplow suggested some of the reasons why housework was given such short shrift in our society. He pointed out that in contrast to the rest of our highly specialized, rationalized economy, it is informal, unstructured, and diffuse. In a society which places a premium on credentials, it demands no formal training and imposes no standards of performance. With democratic impartiality, it admits morons and geniuses, 15-year olds and 80-year-olds alike. In a country which considers personal service demeaning, especially because minorities have historically filled such jobs, many of the duties of the housewife are the same as the tedious, repetitive tasks performed by domestic servants. And while janitors and garbage men may not be respected, they still stand higher on the ladder of prestige than maids, and they certainly get paid a great deal more, which brings us to another crucial part of the problem.

One of the main reasons the housewife's bearing and caring for children, her cooking, cleaning, chauffeuring, and shopping are scoffed at, ignored, or taken for granted, is because it is work being done by a woman. Men who cook are chefs, women are just cooks. Men who handle finances are accountants; women are simply bookkeepers. Men who plan and order supplies are purchasing agents; women who do the same are only consumers. Not so long ago when men were secretaries and bank tellers, the jobs were the training grounds for executive positions. When performed by women, those tasks are likely to be dead-end jobs.

An explicit downgrading of the work done by women is found in the *Dictionary of Occupational Titles*, a Labor Department publication that defines some 22,000 occupations and serves as a standard reference for government and industry. Each occupation is rated on a skill scale from a high of 1 to a low of 887. Listed at the 878 level are homemakers, foster mothers, child-care attendants, home health aides, nursery school teachers, and practical nurses. A marine mammal handler, on the other hand, has a ranking of 328, a hotel clerk 368, and a barber 371. Obviously, "woman's work" doesn't measure up. Ultimately, the only way to achieve any real equality between the sexes is to abolish sex roles altogether, to put an end to woman's work and man's work, and to develop the concept and value of human work.

One way to achieve this might come from making marriage a true partnership, legally and financially, as well as personally. Both partners, for example, should have equal rights to all income and property acquired during marriage, as well as to its management and control. If one partner works outside the home, then half of his or her salary should by law belong to the other party, and the partners could decide between themselves how the household expenses should be handled.

"Marriage is a partnership," says one Louisiana friend of mine with two small children, a writer husband, and a singing career behind her. "The money isn't *his* money, it's to keep the establishment going. Ideally, you should be able to split all the expenses down the middle, divide what's left over, and each get your share."

Another proposal giving credence to the idea of equality between the sexes would have the law assure the wife a salary for the housework she performs. This salary would reflect the value of her individual services, what she could be earning in the labor market, or the official minimum wage. She could receive a percentage of her husband's salary to be paid by him or paid directly by his employer in the same way as the military sends allotment checks to the wives of servicemen who are stationed overseas. If she is paid by her husband, her salary would not be subject to tax, since it was already taxed once when the

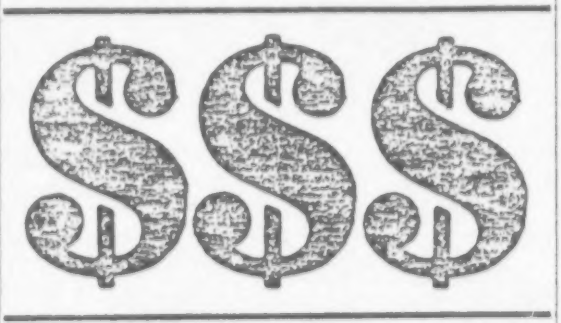
For Love or Money? By Ann Crittenden Scott

husband received it. Since the husband would in fact be the "employer," he would be expected to pay the basic household expenses of food, clothing, and shelter, allowing his wife to spend her salary as she chose, on her own personal needs, on her family, savings, or investment. If she worked outside the home and did all the housework, too, she would get paid for both jobs. If a husband and wife each did half of the housework, they would receive no household salary, or they could split a salary. A husband who refused to pay his wife for housework could be taken to domestic court for a determination of her proper salary.

"It's not just the money," argues one Connecticut housewife who supports this idea. "It's what it would mean psychologically. It would put a value on your work and make it clear that you've earned part of the family salary—that he's not just giving it to you. Because he couldn't do the job he does if you weren't backing him up at home, cooking, cleaning up, washing, running errands, shopping, entertaining, and all that."

Another hard-working wife speculated that it might be an end to all those comments like, "I gave you my check, now what did you do with it?" or "Where does all my money go?" or "Sure, I own you, I pay all the bills, don't I?" In addition, she said, "The wife would have a little more independence and leverage. She might not feel that she has to plead or play up to her husband or use devices or play games just to get a new dishwasher. I think it would improve most marriages."

Admittedly, few housewives today have to resort to the sort of wheedling tactics employed by ladies a few decades ago. But many women do still have to ask, over and over again, for money to run their households, and many others often hesitate to spend "family money" on themselves or feel guilty when they do, even though their husbands may have no such qualms about their own personal purchases. Even the woman who enjoys an equal or dominant voice in domestic financial matters often resents the knowledge that she is, in fact, totally dependent on her husband's wallet, and occasionally overspends just to punish him for keeping her in this dependent state. A regular personal income might help alleviate that sense of inferiority by reminding both parties that the wife has made a measurable contribution to the family's fortunes. And that she, like her husband, has earned a salary that is hers and hers alone, not to be asked for or accounted for, but payment for a vitally important job.



Still, the idea of a salary for housewives arouses strong opposition—and sometimes among housewives themselves. Many feel that they receive payment enough in the love and affection from their families. "No amount of money could make you do some of the things you have to do," says one Dallas suburbanite. "You only do it for love." Others resent the notion of trying to place a crass, monetary value on that labor of love. "How could you place a value on some of the functions of mothering, of being there when people need you, of making sure that everything in the household happens smoothly and on time?" asks New York economist Alfred Eichner. "It wouldn't be a realistic exercise. What makes a household a home is people sacrificing themselves. No money could buy a comparable commitment, just as money can't buy a good soldier."

That may be, but because a service is invaluable seems a poor reason to turn it into servitude, and it's a little late to be romanticizing a housewife's martyrdom on the altar of love. Elizabeth Janeway, in her book, *Man's World, Woman's Place*, has some astute things to say about the dangers of being paid in emotional capital alone. As she sees it, women who work at home have no objective means of judging their own value or skills. They must become "managers of emotions," in Kenneth Keniston's phrase, who keep their successes on a private and personal level, and live vicariously on the praise and success of others. The situation can all too often turn normal family encounters into opportunities for emotional manipulation and blackmail.

A more practical argument against salaries for housework is simply this: in most families, after all the basic bills are paid, there is no money left over for a salary for anybody. A household wage might therefore benefit only the more affluent wives. And many feminists worry that the idea would only reinforce the association of housework with "woman's work," and make the eventual goal of abolishing sex roles more difficult than ever to achieve. "The husband would just be employing his wife as a servant," complains one activist, "and who wants that?"

Some advocates overcome this objection by suggesting that the salary need not be actually paid unless the marriage is dissolved. At that time the wife's "back wages" could be awarded to her as a sort of "severance pay." Others have suggested that the portion of the family income allotted to the wife as salary be used to buy an annuity or pension, payable if the marriage went aground—a sort of forced savings against the possibility of divorce. And in that event, instead of receiving alimony, with all its connotations of charity, the wife would receive accrued income, or reparations, for the labor she had put into the job of marriage. The New York Chapter of NOW is extending that idea by pushing for family insurance. In cases of divorce, such an insurance policy would guarantee the homeworking wife an income, determined by number of children and length of marriage.

Today, housewives still don't enjoy basic rights and safeguards that workers in factories and offices have long taken for granted. "The rights to support of women and children are much more limited than is generally known," stated a recent report by the Labor Department. "A married woman living with her husband can, in practice, only get what he chooses to give her." In all but eight states, for example, a husband's earnings are his separate personal property and his wife has no legal claim on them, or on any property accumulated in his name. Nor does she have any right to compensation for the labor she may have put into the marriage. He can make and spend his own money, build up his own estate, without her participation or knowledge of what is happening.

Another way for a housewife to collect her well-earned salary might be to place housework in the category of jobs covered by the Social Security system. A similar proposal was recently made by the West German government, after a poll revealed that 86 percent of the population was in favor of housewives receiving their own pension. Under the proposed law, all houseworkers would register for Social Security as individuals, so that they could take their own pensions into marriage, and out of it again if divorce occurred. Whatever their work pattern, they could collect a full pension. During marriage, if the houseworker had no other income, the other spouse would contribute to the plan for both. In justifying the proposed change, the West German government declared that "to be a housewife is a full job . . . as much a career as any other . . . Economists agree that the work done at home contributes to the family income, for if it were done professionally, unmanageable costs would be added to the household's budget."

The inequities of the current Social Security system in the United States are a result of the fact that housewives are considered "nonworking" women. Because the system is based on contributions from employer and employee, and she has neither employer nor salary, she gets no benefits from the system except Medicare. Everything is dependent on her husband's pension. If she is widowed and at least 62, she receives only 82½ percent of the benefits he had earned. If she is divorced, she receives nothing unless she was married at least 20 years and can show that he is contributing or was ordered to contribute to her support. And if she has worked outside the home for a time, as most women do, she must choose, upon retirement, either her own benefit or half of her husband's, whichever is larger. She can't receive both, even though both have been earned. That means the government benefits from their marriage by retaining more cash than it would have done had this man and woman remained single.

There has been some agitation in Congress to correct these inequities in the Social Security system, but virtually no initiatives have been taken to grant women full pensions, or any kind of salaries for housework.

But, in an unorganized way, things are changing. At least 50 percent of American women 18 years and over (and almost 40 percent of women with children under 18) are in the labor force, and who-knows-how-many men are in the kitchen. The growth of child-care centers and businesses supplying household services also suggests a new fate for housework in the future. But these trends are not change enough.

Nothing will be enough until the working woman—wherever she works—is free to earn a living in any way that she chooses. "Occupation: Houseworker" is a viable and respectable choice for anyone, male or female, provided it is treated as such, socially and economically. If it were, the houseworker could at last be recognized as a professional member of the American labor force, paid for her or his labor, time, and skills.

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WOMAN'S WORK

JOB	HOURS PER WEEK	RATE PER HOUR	VALUE PER WEEK	JOB	HOURS PER WEEK	RATE PER HOUR	VALUE PER WEEK
Nursemaid	44.5	$2.00	$89.00	Laundress	5.9	$2.50	$14.75
Dietitian	1.2	4.50	5.40	Seamstress	1.3	3.25	4.22
Food buyer	3.3	3.50	11.55	Practical nurse	.6	3.75	2.25
Cook	13.1	3.25	42.58	Maintenance man	1.7	3.00	5.10
Dishwasher	6.2	2.00	12.40	Gardener	2.3	3.00	6.90
Housekeeper	17.5	3.25	56.88	Chauffeur	2.0	3.25	6.50
"Considerably more than what 83.8 percent of all American workers were able to earn in 1970				TOTAL $257.53 or $13,391.56 a year"			

Chase Manhattan Bank 1972

THE VALUE OF A HOMEMAKER*

	HOURS		RATE		$ PER WEEK
Food Buyer	7.0	X	____	=	_____
Nurse	2.0	X	____	=	_____
Tutor	2.0	X	____	=	_____
Waitress	2.5	X	____	=	_____
Seamstress	1.0	X	____	=	_____
Laundress	5.9	X	____	=	_____
Chauffeur	3.5	X	____	=	_____
Gardener	2.3	X	____	=	_____
Maintenance	1.7	X	____	=	_____
Child Care	168.0	X	____	=	_____
Cleaning Woman	7.5	X	____	=	_____
Housekeeper	10.0	X	____	=	_____
Cook	13.1	X	____	=	_____
Errand Runner	3.5	X	____	=	_____
Budget Manager	4.0	X	____	=	_____
Decorator	1.0	X	____	=	_____
Caterer	1.5	X	____	=	_____
Dishwasher	6.2	X	____	=	_____
Dietician	1.2	X	____	=	_____
Secretary	2.0	X	____	=	_____
Maid/Hostess	3.0	X	____	=	_____
Family Counsel	7.0	X	____	=	_____
Total Weekly Value:					_____
Total Yearly Value:					_____

*Source: U.S. Dept. of Education, Women's Concerns, Spring 1981.

LOOKING CLOSELY
AT
LIVING SPACE*

The first step to decorating is deciding what is important to you about the living space available. Complete this chart to begin planning for decorating your bedroom or another room.

HOW IMPORTANT IS. . .	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT AT ALL	COMMENTS
____plenty of sunshine				
____bright colors				
____an uncluttered feeling				
____large storage areas				
____room for working on hobbies or crafts				
____space to watch TV or listen to records with friends				
____good lighting				
____comfortable chairs				
____privacy				
____quiet				
____easy to clean				
____space for a brother or sister to share the room				

Now think about your own room or another area. Rate the items from 1-very good to 5-needs improvements. Under COMMENTS, make additional notes. On the back of this sheet, list some ways that you could change the area you are evaluating in order to make it more convenient and comfortable for you as well as people who have to share the space.

COMMENTS:

*Source: *Forecast for Home Economics*, Sept. 1977, pp. 174.

CASE STUDIES - HOME FINANCE*

A. Kathy and Doug Martin are planning to buy a home as soon as possible. Doug has taken over Kathy's fathers' prosperous grocery store business and is doing well in the career. Kathy teaches physical education at the local high school. They are planning to start a family soon.

Questions:

1. What possible changes do you see in Kathy and Doug's income?
2. How will these changes affect the amount of money they will have available for housing?
3. Assuming Doug's job is both profitable and stable, how can the couple decide how much time to spend on a home?

B. Betty and Bob are looking for a home to purchase for themselves and their four school age children. Bob sells insurance on commission and Betty is a secretary. They have looked at several homes, but are having difficulty deciding how much they should spend.

Questions:

1. How stable is Bob's salary?
2. Project future expenses on other items for this large family.
3. In view of the first two answers, make suggestions for investing in a home for this family.

C. Angie and Bill and their two children are growing out of their trailer home and are searching for suitable housing. They cannot afford an expensive home because Bill's recent accident and hospital stay used most of their reserve savings. They are discussing purchasing an older home and fixing it up to their liking.

Questions:

1. What problems do you see for this couple if they follow the above plan?
2. Do you see alternatives to their plan which might be less expensive in the long run?

D. Alice and Don are a young couple in their late 20's. They have no children and have decided not to have a family. For the past several years of their marriage they have traveled extensively when the demands of their successful careers allowed them to do so. They have always lived in apartments, but are now ready to purchase a home and do some entertaining.

Questions:

1. What are the values of this couple according to this story?
2. How will each value affect the amount of money they may be willing to pay?
3. Assuming that by "successful careers" this couple has an above average income, how would you compute the amount they could afford to spend on housing?

*Source: Oklahoma Dept. of Vocational and Technical Education, 50 + Ways to Supplement Housing and Home Furnishings, 1979, pp. 10-11.

ONE SKILLET DINNERS

Skillet Bar-B-Q

1 lb. hamburger
1 lb. mixed beans
1 lb. can stewed tomatoes
1 med. onion, chopped
1 T. worchestershire sauce
1/4 t. garlic
8-1/2 oz. pkg. cornbread mix
1 egg

Preheat oven for cornbread. Fry hamburger and onion. Mix cornbread batter and set aside. Combine rest of ingredients with hamburger. Pour into oven casserole and drop spoonfuls of batter on mixture. Bake approximately 8-10 minutes until cornbread is done.

Mexican Skillet

1 lb. hamburger
1 c. corn
8 oz. can tomato sauce
1 c. catsup
1 med. onion, chopped
1-1/2 c. uncooked wide noodles
1/2 c. shredded cheddar cheese
1 t. chili powder
1 c. corn chips
pinch of oregano
sliced black olives (opt.)

Boil noodles in salted water while frying hamburger and onion. Drain excess fat and add corn, tomato sauce, catsup, and spices to hamburger. Drain noodles and add to mixture. Sprinkle cheese, corn chips, and olives on top. Cover and let simmer approximately 5 minutes.

Skillet Lasagna

1 lb. hamburger
8 oz. can tomato sauce
1 lb. can whole tomatoes
8 oz. pkg. lasagna noodles
1 lb. tub of cottage cheese
8 oz. mozzarella cheese
1 med. onion, chopped
1/4 t. garlic
1/2 t. oregano
salt and pepper

Boil noodles while frying hamburger and onion. Drain excess fat and add sauce, tomatoes, garlic, oregano, salt, and pepper. Let simmer for 10-15 minutes. Alternate layers of meat, noodles, and both cheeses, ending with mozzarella sliced or shredded on top. Cover and simmer over low heat until cheese on top is melted.

Chili Tomato Dinner

1 lb. hamburger
8 oz. tomato sauce
1 lb. can tomatoes
1 med. onion, chopped
1 pkg. chili sauce mix
1-1/2 c. uncooked macaroni
1 T. worchestershire sauce
salt and pepper

Boil macaroni while frying hamburger and onion. Drain off excess fat and add tomatoes, sauce, chili mix, worchestershire sauce and simmer 10 minutes. Add drained macaroni. Simmer 5 minutes more and serve.

Beef Noodle Dinner

1 lb. hamburger
1-1/2 c. uncooked large noodles
1 med. onion, chopped
1 can cheddar cheese soup
1/4-1/2 c. milk
1 t. worchestershire sauce
salt and pepper
mushrooms (opt.)

Boil noodles while frying hamburger and onions. Drain excess fat and add rest of ingredients. Simmer for 10 minutes and serve.

Skillet Hawaiian

1 lb. hamburger
1 med. onion, chopped
1 pkg frozen peas, cooked
3 c. cooked rice (1 c. uncooked)
8 oz. catsup or tomato sauce
1 c. celery, sliced
1 c. chicken bouillon
1/2 c. pineapple chunks
1 T. cornstarch
2 t. brown sugar
1 t. apple vinegar
1 t. soy sauce
sliced almonds (opt.)

Fry hamburger and onion, add celery and catsup. Simmer. Add enough water to pineapple juice to make one cup. Combine with bouillon, cornstarch, brown sugar, vinegar, and soy sauce. Cook until thickened. Add rice, peas, pineapple chunks, and sauce to hamburger mixture. Sprinkle almonds on top.

Hamburger Stroganoff

1 lb. hamburger
1 med. onion, chopped
1 can mushroom soup
1 pkg. sour cream sauce mix
1-1/2 c. uncooked wide noodles
salt and pepper

Fry hamburger and onion. Drain excess fat. Add soup, sour cream mix, and noodles. Season to taste and serve.

"QUICK BREAKFASTS" *

BREAKFAST 1

If you've done a little homework in the kitchen the night before, you can leave the house in a blaze of glory carrying cheesy, cheery Traveling Breakfast Squares.

Traveling Breakfast Squares

1 medium-sized navel orange, thoroughly washed
One 18-oz. pkg. Quaker Oatmeal Cookie Mix
1 cup (4 oz.) shredded sharp Cheddar cheese
3/4 cup chopped walnuts or pecans
1/2 cup unprocessed bran

Cut orange into 8 pieces; place in blender container. Cover; process at blend about 30 seconds or until peel is finely chopped. Combine with remaining ingredients; mix well. Spread mixture into greased 13 x 9 inch baking pan; bake in preheated moderate oven (350 degrees F) about 25 minutes. Cool thoroughly; cut into squares. Makes 13 x 9 inch pan of squares.

BREAKFAST 2

Break away from tradition, but leave good taste, when you keep the makin's for these handy breakfast snacks around. A.M. Break-Away Bars are waiting for you . . . all night long.

A.M. Break-Away Bars

1/2 cup chunk style peanut butter
2 cups miniature marshmallows
1/4 cup butter or margarine
2 cups Quaker 100% Natural Cereal
3/4 cup raisins

Melt together marshmallows, peanut butter, and butter in medium-sized saucepan over low heat until smooth, stirring occasionally. Add cereal and raisins; mix well. Press mixture firmly into greased 8-inch square baking pan. Chill; cut into bars. Makes 8-inch square pan of bars.

*Source: *The Quaker Oats Company, Quaker Quotes, Issue no. 9/77.*

BREAKFAST 3

As surely as you know the sun will rise tomorrow morning, you know you will wake up hungry. Keep on hand Hawaiian-inspired spread for hot, toasted frozen waffles or French toast. . . one at a time.

Peanut Butter 'N Pineapple Islands

One 8-oz. can crushed pineapple, drained
3/4 cup chunk style peanut butter
3/4 cup shredded or flaked coconut
2 tablespoons honey
Aunt Jemima Frozen Waffles or French Toast, toasted

Combine pineapple, peanut butter, coconut, and honey; mix well. For each sandwich, spread 1 toasted waffle section with about 2 tablespoons pineapple mixture; broil about 5 inches from source of heat 2 to 3 minutes or until bubbly. Store pineapple mixture in tightly covered container in refrigerator. Makes about 2 cups spread.

Variations: Spread on toasted waffle section; omit broiling.

BREAKFAST 4

Shame on you! You didn't prepare the night before, and you can almost hear the tardy bell ringing, but you have on hand the ingredients for Blender Boosters! Whew!

Blender Boosters

1 cup milk
5 ice cubes
1 pkt. Quaker Instant Oatmeal, any flavor
2 tablespoons chocolate syrup

Place all ingredients in blender container. Cover; process at blend about 2 minutes or until smooth and creamy. Makes 2 servings or about 2 cups.

Variations: Substitute 1 banana, cut up and 1 tablespoon honey or maple-blended syrup for chocolate syrup; increase ice cubes to 7.

Substitute 2 tablespoons peanut butter and 1 tablespoon honey or maple-blended syrup for chocolate syrup; increase ice cubes to 7.

BREAKFAST 5

Hmmmmm. . .bananas never grew like these on trees. You help nature along by dipping them in peanut butter and butterscotch sauce, coating in Life cereal and freezing until firm. Then they're ready when you are. Just call them the "hunger helpers."

Banana Jungle Pops

8 to 10 wooden skewers
4 to five bananas, peeled, cut in half crosswise
3/4 cup peanut butter
1/2 cup (3 oz.) butterscotch flavored pieces
2 tablespoons vegetable oil
2 cups Life cereal, crushed

Insert skewer into cut end of each banana half; freeze until firm. Melt together peanut butter and butterscotch pieces with oil in small heavy saucepan over low heat, stirring frequently. Cool slightly; pour into tall narrow glass. Dip each frozen banana into peanut butter mixture, coating evenly. Immediately roll in cereal; freeze. For longer freezer storage, wrap securely in aluminum foil. Makes 8 to 10 frozen banana pops.

BREAKFAST 6

The morning after the slumber party (or any morning), bake these make-ahead Triangle Treats straight from the freezer. Serve them warm, dripping with butter and preserves or honey.

Triangle Treats

1/2 cup milk
1/3 cup butter or margarine, softened
1 1/4 cups all purpose flour
3/4 cups Quaker or Aunt Jemima Enriched Corn Meal
1/4 cup sugar
1 tablespoon baking powder
3/4 teaspoon salt
3/4 cup golden raisens

Add milk and butter to combined dry ingredients, mixing just until dry ingredients are moistened. Stir in raisins. Pat out dough on wax paper-lined cookie sheet to form 8 inch square. Cut into four 4 inch squares; cut each square in half diagonally. Freeze about 1 hour or until firm. Break triangles apart; wrap securely to store in freezer. When ready to bake, place unthawed triangle on ungreased cookie sheet. Bake in preheated moderate oven (350 degrees F) about 15 minutes or bake in toaster oven at 400 degrees F, 15 to 20 minutes or until edges are golden brown. Serve warm with butter or margarine, preserves or honey, as desired. Makes 8 triangle biscuits.

SOLVING MENU MYSTERIES*

It's fun to eat in a restaurant, but sometimes the menu is filled with strange sounding dishes and it's difficult to order. See if you can match each definition with the food names below. Hint: you may use a dictionary or a cookbook.

1. A flavor combining chocolate and coffee flavors._____
2. Thin strips of vegetables, potatoes, or cheese._____
3. A piece of lean meat or fish with no bones._____
4. Served with natural meat juices._____
5. A very hot, spicy bean dish containing ground meat._____
6. A long table covered with many kinds of food. Each person serves himself._____
7. Fancy name for a large ground meat patty._____
8. Served with a topping of melted cheese and bread crumbs._____
9. Don't order the dinner - order each item separately._____
10. Chunks of meat and vegetables strung on a long skewer and charcoal broiled._____
11. Anything cooked in deep hot fat._____
12. A relish or appetizer served before dinner._____
13. Feature of the day._____
14. Usually means served with vanilla ice cream._____
15. A sandwich made with three slices of bread and at least two kinds of filling._____
16. Fried noodles topped with bean sprouts, vegetables, and meat. _____
17. A fried tortilla, folded, filled with meat, cheese, and other fillings._____
18. A very expensive type of grain._____
19. A food subordinate to the main course._____
20. A clear soup._____
21. A main dish._____
22. Put your own salad together._____
23. A long, narrow pastry filled with custard and frosted._____
24. A light pink salad dressing containing chopped eggs, relish, etc._____

entree	taco	wild rice
eclaire	chow mein	consomme
ala mode	club	mocha
ala carte	Thousand Island	shish kebab
au gratin	chile con carne	French-fried
du jour	Salisbury steak	julienne
hors d' oeuvre	smorgasboard	side dish
au jus	salad bar	filet

*Source: Crow, M.E. and Rogers, S.M., *Here's Help - A Handbook of Teaching Strategies*, Home Economics Consultants, p. 86.

IS IT VALID?*

Place a check (✓) before statements that describe the nutrition article or book you are reviewing. Place an X before statements that do not describe the material.

___1. The author is a member of a recognized research group on nutrition.
___2. The conclusions are based on research rather than on opinion.
___3. The conclusions are based on study of human nutrition, not just animal studies or the author's own case histories.
___4. The material claims that most illness is caused by poor diet.
___5. The material claims that most people have poor diets and many dificiency symptoms.
___6. The author makes extravagant claims for certain food or products.
___7. The author says the nation's food suppy is threatened by depleted soil, "starved" vegetables, and additives.
___8. The author attacks physicians, scientists, or recognized nutrition authorities.
___9. The author promises miracle cures or good health with a new idea he or she has discovered.
__10. The author claims that synthetic vitamins are inferior to natural ones.

Other Helps in Evaluating Nutrition Information:

1. The author's credentials may be checked on the inside cover of books or write to the Federation of American Societies for Experimental Biology (FASEB), the American Institute of Nutrition (AIN), or the American Society for Clinical Nutrition (ASCN). Membership in these groups is important.

2. Check some of the research cited.

3. Be a little suspicious if the book is sold at a health food store.

4. Contact a nutritionist, dietitian, extension home economist, or Health Department for further help.

Key: If you checked items 1, 2, and 3, and placed an X before items 4, 5, 6, 7, 8, 9, and 10, the article or book is more likely to be valid than if you scored items in the reverse.

*Source: West Virginia Vocational Curriculum Laboratory, Adult Roles and Functions, 1979.

MENU PLANNING CONTEST!!!

Each group will prepare an attractive and nutritious meal. Your group will be given an egg and a slice of bread per person. As a group, you need to plan your meal, ordering at least one dairy product and at least one fruit or vegetable. Your total order must not exceed $_____. Use any available resources such as cookbooks, recipes from the newpaper, ideas from home. . .

The contest will be judged in these categories:

_____ Group organization and planning:
- Easy to read grocery order
- Cooperation
- Each person doing his job
- Efficiency, including clean-up

_____ Menu:
- Creativity in taste and recipe choice
- Appetizing appearance
- Attractively served
- Correct use of table manners

_____

_____

GROCERY ORDER:

Menu:	Item Needed:	Estimated Cost:	Actual Cost:

*Source: Crow, M.E. and Rogers, S.M., *Here's Help: A Handbook of Teaching Strategies*, p. 94.

CAMPAIGN FOR NUTRITIOUS SNACKS*

The purpose of this simulation is to teach substitution of nutritious snacks for empty calorie snacks. Divide the class into groups with 4 or 5 students in each. Each group will prepare a campaign speech for a nutritious snack. The campaign speech for a nutritious snack should include reasons why it should be "voted" for and the less nutritious snack "voted" against. A campaign manager for each group will present the speech to the class. Students may use signs, posters, or other campaign literature with the campaign speech. Following are suggestions for campaign speeches but others may be added.

Campaign Speeches

fruit juice vs. soda pop
banana vs. chocolate candy bar
carrot vs. potato chips
raisins vs. hard candy
cheese vs. pretzels

After all the speeches are made, each class member may vote on the nutritious snack he or she would be most likely to substitute for one that is less nutritious.

*Source: *West Virginia Vocational Curriculum Laboratory, Adult Roles and Functions, 1979.*

Granola Munchy Mix

2 T. butter
2 T. honey
1/4 tsp. salt
1 cup seedless raisins
1 cup rolled oats
1/2 cup shredded coconut
1/2 cup wheat germ
1/4 cup hulled sunflower seeds
2 T. blanched nuts

Melt butter with honey and salt - set aside. Combine remaining ingredients in bowl. Pour butter mixture over and combine. Spread mixture on lightly oiled 8 x 8 inch baking pan.

Bake at 300 degrees for 25-30 minutes or until golden brown, stirring several times. Cool.

Store in closed jar or recycled coffee can. Yield: 2-1/2 cups. May be eaten as a snack, or served with milk for breakfast.

Make up your own recipe for granola using the recipe above as a sample. Try to include items from each of Basic 4. Foods which may be used are: dried apricots, dried prunes, dried peaches, walnuts, cashews, pecans, pine nuts, currants, soy nuts, and unprocessed bran.

Easy Apple Fruit Leather - Sweet and Chewy

2 cups applesauce
margarine

This recipe makes about 16 rolls of apple leather.
Each roll has about 12 calories.

1. preheat oven at lowest temperature setting (140 degrees F).
2. Grease two shallow baking pans very lightly with margarine.
3. Spread applesauce evenly over the surface of each baking pan, to a depth of about 1/4 inch. Place in the oven.
4. If there is a ventilating fan over the oven, use it to speed up the drying.
5. Open the oven door occasionally to let steam escape.
6. Let applesauce dry in the oven for about 4 hours, or until done. When done, the leather should feel tacky (barely sticky) but shouldn't contain any liquid.
7. Cut the finished leather into 1 inch wide strips. Place them on 2 or 3 inch wide strips of heavy waxed paper or plastic wrap. Roll leather and paper together and twist ends of the paper. Peel off to eat.
8. Store the rolled strips in a plastic bag or covered container. Keep in a cool, dry place, or in the refrigerator.

Beef Jerky

Preparation:

1. Slice 5 pounds lean beef, moose, or caribou (flank steak or similar cut) into strips 1/4 to 1/2 inch thick, 1 to 1-1/2 inches wide, and 4 to 12 inches long. Cut with grain of meat; remove the fat.

2. Lay out in a single layer on a smooth clean surface (use cutting board, counter, bread board, or cookie sheet. Wash wooden surface after use.)

3. If smoke flavor is desired, brush each strip of meat with 1/2 teaspoon liquid smoke in 2 tablespoons water. Sprinkle strips liberally with salt on both sides. Add pepper to taste and garlic salt or powder if desired.

4. Place strips, layer on layer, in a large wooden bowl or crock and place a plate with a weight on top.

5. Let stand for 6 to 12 hours.

6. Remove strips and blot dry with clean paper toweling.

Oven Drying:

Remove racks from oven and stretch meat strips across the racks. Allow the edges of the meat strips to touch, but not overlay. Leave enough space free on the racks for air to circulate in the oven.

Set the temperature at 140 degrees F and let strips dry for about 11 hours. Check early in the drying process for excessive drip. This drip can be caught on aluminum foil on a rack placed near the bottom of the oven. Lower the temperature of the oven until it feels warm, but does not cook the meat.

Keeping the oven door ajar will facilitate drying, as will the use of an electric fan placed in front of the open oven door.

Storage:

Finished jerky can be stored at room temperature in air tight containers, if jerky is dry enough. Moister jerky can be placed in plastic bags and frozen. If there is too much moisture, it will become moldy. If fat is excessive, it will turn rancid more rapidly.

TEACHING*
ACTIVITY

Variations in state and local statutes sometimes are more stringent than federal law. The following questions refer to federal law.

Check (✓) YES if you think the statement describes a situation that is true under present law; otherwise check NO.

YES	NO	
1.		Businesses and credit card companies may set a minimum earnings level as a standard in granting credit.
2.		If you are refused credit, you must be given an explanation if you request it.
3.		When a couple applies for a mortgage, the income of both spouses must be considered by the lending institution.
4.		Even though she appears to be a good credit risk, a woman may be denied a mortgage or other credit if the lender believes that she might get married and lose her income.
5.		Phil Brown, an engineer, was left with two young children when his wife died. She had been a professor at the state university (not covered by Social Security). He receives no Social Security benefits for himself or the children, although, had he died, his wife would have received such benefits.
6.		A man and a woman have the same job, except that he is to turn out the lights and lock up the plant. The company may pay him more because he has more responsibility.
7.		A husband and wife have several credit cards in his name, which either may sign. After a divorce, the companies may close the accounts and refuse credit to the former wife in her own name because she has no credit history.
8.		Two users of a credit card may have separate credit histories from the same account if they wish.
9.		New low income housing has just opened in town. Ms. Cole is not allowed to rent an apartment, but the apartment is rented the next day to Mr. Coleman. Both are within the specified income levels.

YES	NO	
10.		When real estate (house, farmland, etc.) is held jointly, court probate costs may be reduced, but taxes are likely to be higher than if there were separate owners.
11.		Mrs. Jones earned considerably less as a secretary than her salesman husband earned. She will receive no Social Security retirement benefits from her own contributions because her benefits as a wife will be higher.
12.		If a couple co-sign a note, and the man walks out, the woman is legally responsible for paying the note, even if the man supported her and she has no income.

Answers: All except 4,6,7, and 9 are true under present law, but some legislation is so new that knowledge and enforcement lag behind.

*Source: Dow, Ruth McNabb, Changing Societal Roles and Teaching, Home Economics Education Association, 1976, pp. 12.